

Community Service Week

in North Carolina

Compiled for the use of
Men, Women *and* Children
in the Advancement of Every
Community in the State

December 3, 4, 5, :: 1914

By the Community Service
Week Committee



RALEIGH, 1914

Issued from the Office of the Superintendent of Public Instruction

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COÖPERATING WITH

THE STATE DEPARTMENT OF EDUCATION

THE STATE DEPARTMENT OF AGRICULTURE

LOUIS R. WILSON, *Editor of Bulletin*

HOW TO USE THIS PAMPHLET

This pamphlet is intended for the use of:

1. Every teacher in North Carolina;
2. Every member of a county committee on Community Service Week;
3. Every member of a local committee on Community Service Week;
4. Every other citizen who has an ambition to further any of the purposes of the "Week."

In the very outset therefore let us give a few general suggestions to each of these readers.

To begin with, let each teacher and committeeman read this entire pamphlet through. If you have a passion for better things and for helping make things better, it will be as interesting as a novel. Then in reading mark the things that especially interest you—the things that you feel ought to be considered and discussed in your own neighborhood, town, or county. Talk these matters over with all the members of your committee and with other progressive men and women of your section. Look up the tables in Section V and see how your county ranks in each matter there presented. Also examine Section VI and see if some other community has not already blazed the way for the progress your own community needs to make. Then look over our table "Where to get Help or Information" and get into touch with whatever authority, organization, or agency stands ready to help you. In this way you may frequently have the needed forward movement not only ready to present at your local or county meeting, but by getting a few neighbors interested with you, you may actually be ready to set it going without further delay.

PROCLAMATION BY THE GOVERNOR

WHEREAS, the people of North Carolina in recent years have made a remarkable record of industrial, educational and moral progress. Today they are moved as never before with a passion for yet larger achievement. They believe "that which they have done but an earnest of the things they yet shall do." They press on with the determination that in everything that makes for greatness in a State, North Carolina shall take a foremost place in the sisterhood of American Commonwealths. And,

WHEREAS, the realization of our patriotic ambition for North Carolina as a whole depends upon the achievement of the same ideal in the local community—the county, the town, the township, the school district, the little neighborhood grouped around church or schoolhouse; and for progress in each, there must be first, a knowledge of conditions; second, united work of all the people at tasks of immediate improvement; and third, the organization of the people for persistent prosecution of all the larger processes of community betterment.

THEREFORE, I, Locke Craig, Governor of North Carolina, in response to widespread sentiment among our people as expressed by many organizations and societies, do hereby set apart the 3d, 4th, and 5th days of December, one thousand nine hundred and fourteen, to be known and observed throughout the State of North Carolina, as "COMMUNITY SERVICE DAYS," and I appoint them as days wherein every man, woman and child in the Commonwealth shall lend heart, hand, and brain to the service and development of North Carolina and of its every community and county, and as days wherein the people shall meet, confer and work together for advancement along the three-fold lines of investigation, united labor for the immediate improvement of the community, and wise planning for its future.

I call on the leaders of thought and progress in every community to assist in organizing and planning for these "COMMUNITY SERVICE DAYS."

I call on the Farmers' Union, the chambers of commerce, the women's clubs, our teachers and ministers, the press of the State, our lawyers, physicians, farmers, business men, industrial forces, and all others, to coöperate in working out plans for such community service, and on these days to put aside matters of private concern and to devote themselves to the great movements for the common good.

1. I urge that in each community, social and economic surveys shall be made the first days of the week, or earlier, so as to inform the public as to the conditions now existing and the lines of progress most needed.

2. I urge that on Thursday, "PUBLIC ROADS, GROUNDS AND BUILDINGS DAY," the men, women and young people of each town, township or school district meet, according to plan, and work together in one or more of three forms of actual physical service to the community: (1) in improving the roads and streets and making them more worthy and more creditable to the people; (2) in improving both interior and exterior of the schoolhouses, churches and courthouses and other public buildings; (3) in clearing off and beautifying the grounds of schoolhouses, churches, parks, cemeteries, etc., and planting trees and shrubs in these places as well as along streets, roadsides and private grounds.

3. I urge that on Friday the older people with the children shall meet at every schoolhouse in town or country to observe "SCHOOL AND NEIGHBORHOOD IMPROVEMENT DAY," as a day of practical patriotism, and at these meetings conditions in the community shall be reported and discussed; plans made for improving schools, highways, social life, economic, moral and health conditions; committees named to prosecute such plans, and arrangements made for subsequent public meetings for their accomplishment.

4. I urge that on Saturday, "COUNTY PROGRESS DAY," a great public meeting shall be held at each county seat when all the people shall meet together to discuss "The Needs and Possibilities of Our County," candidly comparing its present conditions with its potentialities, and inaugurating movements needed for its progress and development.

5. I urge that at all these meetings exhibits illustrating conditions be made; plans discussed for attracting desirable settlers to places needing them; the organization of farmers' societies, town boards of trade, and boys' and girls' industrial clubs promoted; wholesome sports, recreations and plays encouraged; the flags of State and Nation raised over schoolhouses and other public buildings; and plans made for providing books, papers and libraries for old and young and for teaching those who have grown to maturity illiterate. I also designate this week as "HOME-COMING WEEK," when all former residents of each North Carolina community shall be asked to return and visit friends and scenes of other days, and invited to aid the forward movements in their old home neighborhoods.

With the high resolve and faith that North Carolina, under God, shall take a foremost place in the civilization of the world, and with an invocation of His gracious favor on the endeavors of our people, I call on every North Carolina man, woman, and child of whatever place, creed, party, or station, to give these days in consecrated service to the community and to the Commonwealth.

Done in our city of Raleigh, on this 29th day of September, in the year of our Lord, one thousand nine hundred and fourteen, and in the one hundred and thirty-ninth year of our American Independence.

LOCKE CRAIG,
Governor.

By the Governor,
J. P. KERR,
Private Secretary.

PREFACE

Chapter 164 of the Public Laws of 1901 directs that one day in each and every year, to be called "North Carolina Day," shall "be devoted by appropriate exercises in the public schools of the State to the consideration of some topic or topics of our State history to be selected by the Superintendent of Public Instruction."

I have deemed it wise to devote this day this year to the consideration of topics of the current history of the State for the stimulation of the great uplift movements that are shaping the civilization of North Carolina to-day and that will largely determine her future history. Therefore I have designated Friday, December 4th, "School and Neighborhood Improvement Day," of Community Service Week as "North Carolina Day" also. In the hope of rendering a larger service to the school, the community, the county and the State, in coöperation with the State Committee on Community Service Week, I have correlated the program for "North Carolina Day" with the other programs for that week and have had all these programs printed in one pamphlet for general distribution from the State Department of Public Instruction.

I call earnestly upon teachers, superintendents, and all other school officials to coöperate actively and heartily with all other citizens in the successful observance not only of "North Carolina Day," but also of the other days of Community Service Week, programs for which are found in this pamphlet. Never was the opportunity better nor the need greater for impressing and teaching the lesson of community service and coöperation than in this hour when the unfortunate conditions incident to the horrible European War render these necessary for self-protection.

Very truly yours,

J. Y. JOYNER,

State Superintendent of Public Instruction.

RALEIGH, N. C.,

September, 1914.

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INTRODUCTION

In November of last year Governor Craig set apart two days to be known and observed all over North Carolina as "Road Working Days." Of course, not every male citizen of proper age joined in the movement, but a sufficient number participated to give some wholesome object-lessons in community effort.

But perhaps the best result of the proclamation and the work was the impression made on the fertile mind of the then acting President of our State University, Dr. Edward K. Graham. He began saying to a few friends, "Now, if it's a good thing to have all the people drop their private interests two days and improve the roads, why wouldn't it be a better thing to have a week set aside for the consideration of all matters of public welfare? Why not have a 'Civic Service Week' in North Carolina?"

The idea made an immediate appeal to a number of earnest men and women who resolved that it should be carried into effect. The plan was presented by Dr. Graham and the writer to the State Board of Agriculture, the State Farmers' Union, the State Conference for Social Service, the State Press Association, the North Carolina Federation of Women's Clubs and the North Carolina Good Roads Association, these organizations giving it approval, not perfunctory but hearty and unanimous. To Governor Craig, keenly interested in all plans for the State's upbuilding, the idea also made instant appeal, and he early entrusted plans for its development to the Executive Committee of the "North Carolina Conference of Organizations and Institutions for Rural Upbuilding," consisting of D. H. Hill, H. Q. Alexander, J. Y. Joyner, J. I. Foust, E. K. Graham, W. J. Shuford, W. A. Graham, T. B. Parker, W. S. Rankin, and the writer. That committee took over the original suggestion, changed the name to "Community Service Week," as better expressing the definite aims of the Committee, and by working out details proceeded to transform the idea into a reality.

Now with the official proclamation just made by Governor Craig and the hearty coöperation given by Dr. Joyner who decided months ago to merge the observance of "North Carolina Day" with COMMUNITY SERVICE WEEK, the movement is definitely inaugurated. •

But if it is to be the inspiring success it ought to be the most important work remains to be done. There must be men and women in every county who will patiently work out plans for making Community Service Week a genuine success in their county, and there must be in each neighborhood not only a teacher and a chairman of the school committee who will work faithfully (instinctively, it seems, every man who proposes a forward movement turns to the educational leaders of a community for support) but there must be other public-spirited men and women ready to coöperate in the work of making Thursday ("Public Roads, Grounds, and Buildings Day") and Friday ("School and Neighborhood Improvement Day") memorable in the history of the section.

To the writer this pamphlet is an inspiration and a joy. If anybody wishes an illustration of the practical, constructive temper of the North Carolina mind of today, he need go no further. How far we have come from an attitude of mere contented glorification of our past and present, is indicated by

this pamphlet; how far we have advanced from the disposition to think that leader greatest who most nearly convinced us that we were the greatest people on earth, our blood the purest, our history the sublimest, and our resources the richest—refusing to face unwelcome truths and furnishing no spur to prick the sides of our ambition.

If this pamphlet does not throb and burn with the energetic, open-minded, forward-looking spirit that has made America what she is, the spirit that "does noble things not dream them all day long," if it is not instinct with the spirit of Kipling's typical American who

"Turns a keen, untroubled face
Home to the instant need of things,"

then I have read it to little purpose.

In the years following Appomattox, while something of the bitterness and injured pride resulting from a great defeat lingered with us, there may have been a psychological obstacle hindering the development of such a spirit; but today, sure of ourselves, unflinching and unshrinking, we not only face but welcome a thorough diagnosis of conditions. We are anxious to know how our State compares with other states, how our county compares with other counties, and how our community compares with other communities. We believe as firmly as ever that we have as capable a people as the sun shines on, but that fact only makes imperative the question as to whether these capabilities are being fully developed and properly used. We believe we have unlimited resources, but that only makes us inquire as to how adequately each community is using these resources. We know that our fathers fought well in war, but we remember that our question from the Sphinx of History will be whether their sons wrought well in peace. And while we cherish "the glory that was Greece and the grandeur that was Rome," we study them but to connect them with the Here and Now—but to remind ourselves that men of like passions as we are have built beautiful and half-divine civilizations in states no larger than ours, in lands no more blessed with the Almighty's gifts, and that we have "all that any people ever had to inspire them—the Heavens above us, the generous earth beneath, and the breath of life in our nostrils."

Our blood has begun to stir with the thought that we have a State larger in area than England or Scotland or Greece, and which may well achieve, in the providence of God, a civilization as rich, varied and historic as theirs. In fact, I would not have us limit our ambition or measure our possibilities by what men in any other era or land have achieved, but instead I would have some North Carolina Walt Whitman arise, even if with "a barbaric yawp sounded over the roofs of the world," and proclaim that we may have here and now "the most splendid race the sun ever yet shone upon," with "splendors and majesties to make all the previous politics of the earth seem insignificant" and that while we honor all earth's mighty dead, "a work remains—the work of surpassing all that they have done."

We do not forget, however, in our practical temper of today, that a State "is but the expression of men's single lives, the loud sum of the silent units." As Governor Craig well says in his proclamation, "The realization of our patriotic ambition for North Carolina as a whole depends upon the achievement of the same ideal in the local community—the county, the town, the township, the school district, the little neighborhood grouped around church or schoolhouse."

In this spirit and with this high purpose these plans for "Community Service Week" are presented to all the people of North Carolina, and with the faith that each of us, young and old, will give a glad response both to the summons of our Chief Executive and to the yet more insistent summons of his own heart's devotion to our mother State.

To Prof. Louis R. Wilson, who, as Editor, has done more work than any one else in the preparation of this pamphlet; to Dr. J. Y. Joyner, who insured success by summoning all the educational forces in the State to the aid of the movement; to the North Carolina County Clubs at the University working under Professor Branson whose tables in Section V would alone make this pamphlet memorable; and to Mrs. T. W. Lingle, Dr. D. H. Hill, Dr. W. S. Rankin, R. T. Wyche, Mrs. Charles McKimmon, officials of the Department of Agriculture, and others, who have aided the work in numerous ways, the thanks of the State are due; as they are also due to Prof. W. C. Crosby, the Secretary of the Committee, to whom the work of organization has been largely entrusted.

Respectfully submitted,

CLARENCE POE,

Chairman, Committee on Community Service Week.

RALEIGH, N. C.,
October 10, 1914.

AGENCIES THAT WILL FURNISH FREE HELP ABOUT ANY FORWARD MOVEMENT YOU WISH TO INAUGURATE

1. If you wish help about getting local taxation, consolidation of districts, a longer term or better school methods, or wish information about any of these things, write State Superintendent J. Y. Joyner, Raleigh, or Bureau of Education, Washington, D. C.

2. If you wish help or information about any health subject, or if you wish to get the State Health bulletins, write the State Board of Health, Raleigh.

3. If you wish any information on any agricultural subject, write State Department of Agriculture, Raleigh; Agricultural Experiment Station, Raleigh; or Department of Agriculture, Washington, D. C.

4. If you wish information on any good roads subject, write Dr. J. H. Pratt, Secretary North Carolina Good Roads Association, Chapel Hill, N. C.

5. If you wish a list of books, pamphlets or magazine articles, bearing on any subject you are interested in, write Bureau of Extension, Chapel Hill; Library Commission, Raleigh, and Congressional Library, Washington, D. C.

6. For information or advice on any matters of North Carolina history, write State Historical Commission, Raleigh.

7. For information concerning debates in schools or farmers' clubs, programs for literary clubs, etc., write Bureau of Extension, Chapel Hill; Library Commission, Raleigh.

8. If you want a school library, write State Superintendent Joyner as to how to proceed; and if you want a traveling or debate library, or help about establishing a town or city library, write to State Library Commission, Raleigh.

9. If you wish to enter a boy in Corn Club work, write Director Boys' Corn Club Work, A. and M. College, West Raleigh.

10. If you wish to enter a girl in Canning Club work, write Mrs. Jane S. McKimmon, Raleigh.

11. If you want information or help about the extermination of hookworm disease, write to the Director of Hookworm Work, Raleigh.

12. If you want the bulletins of the State Department of Agriculture, write Commissioner of Agriculture, Raleigh.

13. Whenever you wish any bulletins issued by the National Department of Agriculture, send the names and numbers of bulletins desired to your Congressman or to the Secretary of Agriculture, Washington, D. C. Ask for free list of farmers' bulletins.

14. If you want a Farmers' Institute or a Woman's Institute held in your community, write the Director of Institutes, North Carolina Department of Agriculture, Raleigh.

15. If you wish statistics bearing on any question, write the Census Bureau, Washington, D. C.

16. If you are interested in any National legislation, or wish speeches or documents bearing on national legislation, write to your Representative, or to one of our North Carolina Senators, Senator F. M. Simmons, Senator Lee S. Overman, Washington, D. C.

17. If you wish to establish a Farm Life School, write State Department of Education, Raleigh.

18. If you wish to organize a Local Farmers' Union, write to E. C. Faires, Secretary State Farmers' Union, Aberdeen, N. C.

19. If you wish to organize a club of United Farm Women, write to Mrs. W. N. Hutt, West Raleigh.

20. If you wish advice about putting home economics in your school curriculum, write State Normal and Industrial College, Greensboro, N. C.

21. If you wish literature or information relating to temperance subjects, write Superintendent State Anti-Saloon League, Raleigh.

22. If you wish to organize a Woman's Club, write Secretary North Carolina Federation of Women's Clubs, New Bern, N. C.

23. If you wish to organize a Y. M. C. A., write State Secretary Y. M. C. A. Association, Charlotte.

24. If you wish to organize a band of Boy Scouts, write Boy Scouts of America, 200 Fifth Avenue, New York City.

25. If you wish to organize a local Chamber of Commerce, write Secretary North Carolina Chamber of Commerce, Greensboro.

GOVERNMENT BULLETINS OF VALUE IN COMMUNITY SERVICE WEEK DISCUSSIONS

Any of the seven following publications will be sent free as long as the supply lasts. Address the Commissioner of Education, Washington, D. C., and state the exact title of the pamphlet desired.

American Schoolhouses—by Fletcher B. Dresslar.

The Georgia Club for Rural Sociology—by E. C. Branson.

Good Roads Arbor Day—by Susan B. Siper.

Cultivating School Grounds in Wake County, North Carolina—by Z. V. Judd.

A Trade School for Girls.

German Industrial Education and Its Lessons for the United States—by Holmes Beckwith.

Industrial Education in Columbus, Ga.—by R. R. Daniel.

Following are a few of the many Farmers' Bulletins that may be had free by addressing a postal card to your Congressman or to "The Secretary of Agriculture, Washington, D. C.," and stating the numbers you wish. Order by number always. Ask for complete list of bulletins.

- 44—Remedies and Preventives Against Mosquitoes.
 - 54—Some Common Birds.
 - 134—Tree Planting on Rural School Grounds.
 - 218—The School Garden.
 - 385—Boys' and Girls' Agricultural Clubs.
 - 408—School Exercise in Plant Production.
 - 409—School Lessons on Corn.
 - 428—Testing Farm Seeds.
 - 450—Some Facts About Malaria.
 - 463—The Sanitary Privy.
 - 473—Tuberculosis.
 - 474—Use of Paint on the Farm.
 - 478—How to Prevent Typhoid Fever.
 - 494—Lawns and Lawn Soils.
 - 513—Fifty Common Birds.
-

FARMERS' UNION OFFERS \$100 FOR PRIZE REPORTS

The State Farmers' Union, in addition to unanimously endorsing the proposition for Community Service Week at its State meeting last December, has offered \$100 in prizes for the most interesting reports on "How Our Neighborhood Observed Community Service Week." Each report must be written by a boy or girl whose father is a member of the Farmers' Union (or whose mother or guardian is a member in case the father is dead), and the \$100 in prizes will be distributed as follows:

"To each of the congressional districts of the State three cash prizes are to be allotted. To the boy or girl in each district, of school age, who sends in the best description of these occasions shall be awarded a prize of five dollars; for the second best description a prize of three dollars; for the third best a prize of two dollars. These articles are to be written with pen and ink or typewritten, on one side of the paper only, and must contain not less than 250 nor more than 500 words. These letters are to contain actual facts relating to the observance of Community Service Week in the writer's own neighborhood and county, showing the good accomplished, the plans adopted, the important facts found out, the progressive movements inaugurated, etc.; and these reports must be sent to Mr. E. C. Faires, Secretary State Farmers' Union, Aberdeen, N. C., not later than December 15, 1914. The names of the prize-winners will be published in the farm papers and the prize-winning letters will be published from time to time. The Union reserves the right to publish any or all of the papers submitted."

SECTION I

QUESTIONS FOR A RURAL CENSUS OR SURVEY

These questions are to be answered "yes" or "no," by the head of each family in the school district. Full directions for working this survey or census will be sent to members of local committees. On account of the lateness of beginning, the committee has been unable to prepare a survey for city communities this year, but we hope to make such a city survey a feature of next year's work.

1. Do all your children between six and sixteen attend school?
2. Is any boy or girl in your family attending college?
3. Do any of your boys study the school books on agriculture?
4. Do your boys and girls study the health books?
5. Do your children read any library books?
6. Do you read any library books yourself?
7. Is there any grown or nearly-grown member of your family who can't read and write but has ambition and would like to learn?
8. Do you take a county paper?
9. Do you take a farm paper?
10. Do you take a woman's paper?
11. Do you take a religious paper?
12. Do you own your farm?
13. Do you get the Agricultural Department bulletins?
14. Do you belong to a farmers' organization?
15. Does your wife belong to a woman's club?
16. Does your boy belong to a corn club?
17. Does your girl belong to a canning club?
18. Do you attend the farmers' institute?
19. Does your wife attend the women's institute?
20. Are you a church member?
21. Do you attend regularly?
22. Do the children attend Sunday School?
23. Do you own any farm machinery in coöperation with your neighbor?
24. Do you coöperate with your neighbors in buying fertilizers, feedstuffs, or other supplies?
25. Do you coöperate with your neighbors in marketing your crops?
26. Have you purebred cattle?
27. Have you purebred hogs?
28. Have you purebred poultry?
29. Do you have a garden all the year round?
30. Do you usually have milk and butter all the year round?
31. Has the farm demonstration agent helped you this year?
32. Do you buy corn?
33. Do you buy meat?
34. Do you buy hay?
35. Ever make an exhibit at the county fair?
36. Have you ever had your children examined for physical defects?

37. Do you use patent medicines?
38. Is your house screened?
39. Do you sleep with your windows open in winter?
40. Do you get the health bulletins?
41. Do you get R. F. D. service?
42. Would you favor a reasonable tax for road improvement?
43. Is there a telephone in the house?
44. Is your home insured against fire?
45. Do you have to carry water over 100 yards?
46. Have you a washing machine?
47. Do the boys have Saturday afternoons off for baseball or other recrea-
tions.
48. Has the family attended a picnic this year?
49. Is the house painted?
50. Are outbuildings whitewashed?
51. Would you favor larger school with more children, more teachers, better
paid, larger and better house and grounds?
52. Would you favor industrial, agricultural and some high school sub-
jects in your school?
53. Would you favor enlarging the territory of your school district by con-
solidation with transportation where necessary and voting reasonable local
tax to secure these results?

ECTION II

PROGRAM FOR THURSDAY—PUBLIC ROADS, GROUNDS AND BUILDINGS DAY

The program for Thursday, Public Roads, Grounds and Buildings Day, is intended to suggest ways and means by which young and old, men and women, in every community, may join in actual physical effort together. It is to be a genuine "work day" with recreational features for the noon hours and the afternoon or evening. Let the local committee for this day arrange a schedule of community work which will provide:

1. For Improving Roads (or in Town, Streets, Sidewalks, Parks, and Public Buildings).

On Good Roads Days in 1913, Gov. Locke Craig led a band of road workers in his home township in Buncombe. At Chapel Hill Dr. Pratt, of the Geological Survey, and President Graham, of the University, with many citizens of the town, several members of the faculty, and four hundred students, side-drained and surfaced with gravel an eighth of a mile of Franklin Street, the main street of the town. In Randolph County, 2,000 men and boys worked two days, using one hundred and fifty teams, grading eight miles and graveling one and a half miles of road.

On account of the vital interdependence between good roads and good schools, special care should be taken to improve the approaches to the schoolhouses.

Remove logs, rocks, stumps and stones from the roadway; fill holes, preferably with good earth; cover stretches of sand with clay and gravel; drain wet places in the roadway; scrape off and outwards sod margins where they hold the water with sand or gravel; but the gravel should not contain any clay unless it is to be placed on sand. Culverts may be repaired or new culverts put in. Road drags (of planks or split logs) should be made and arrangements perfected for using them after rains, throughout the season on all clay or loamy soils. Don't try to do too much. Don't start more than you can finish. You cannot build a macadam road, nor very long stretches of gravel road in one day. Don't haul gravel on to roads that have not been properly graded and drained. Don't grade roads that have not been properly staked out on correct lines. Don't plow long stretches of road and leave them impassable. Don't scrape sods on to the traveled roadway and leave them for passing vehicles to smooth down.

Write the Department of Education at Raleigh for its Bulletin on Civic Days and the Geological Survey at Chapel Hill for its publications on good roads.

2. For Improving Schoolhouses and Grounds.

Let the women give the interior of the building a "Fall cleaning." Fresh rooms, clean windows, polished stoves, simple, well kept furnishings, and pretty pictures on the walls promote neatness and a love of the beautiful in



GOVERNOR CRAIG ON HAW CREEK ROAD, BROWN COUNTY, HANDLING SCRAPER. THE ROAD AT THIS POINT WAS CHANGED FOR 73 YARDS, ELIMINATING A VERY STEEP HILL, NOVEMBER 5 AND 6, 1913.

the pupils. Let the men put the exterior of the building in complete repair, making the house thoroughly comfortable for the severe winter months. Both men and women may clean and beautify the grounds.

If the school grounds are unsightly, with fences half down, no walks, ashes scattered around and no trees planted, steps gone, or window glass out; if the building needs a new roof or painting, set to work to remedy these conditions. If only a beginning can be made in doing the many things that need to be done, make the beginning. Follow it up with a petition to the school committee and formulate a definite plan for future improvement. Such a plan in two or three years will result in the complete transformation of grounds and buildings. Write the Department of Education, Raleigh, N. C., for its Bulletin on Plans for Public Schoolhouses and School Grounds, and read the articles on Schools in Section VI of this pamphlet.

3. For Similar Work in Improving Churches and Burying Grounds.

If the country church is to be an uplifting power, the church building must not be allowed to suffer neglect and offer evidences of decay. The appearance of the grounds and exterior and the comfort and attractiveness of the interior have much to do with the influence upon the finer life of the community.

Has there been a church "clean up" day this year? Have the leaves been raked away, the walks graveled, the steps mended, the stove polished, the lamps thoroughly cleaned? And have vines and shrubs been placed in the adjoining "City of the Dead"? Dr. S. A. Knapp used to say that many of our Southern country burying-grounds look as if they didn't believe in a resurrection.

4. For Planting Trees, Shrubs, Vines, and Flowers in School and Church Grounds, Parks, and Public Places and Along Roads and Streets.

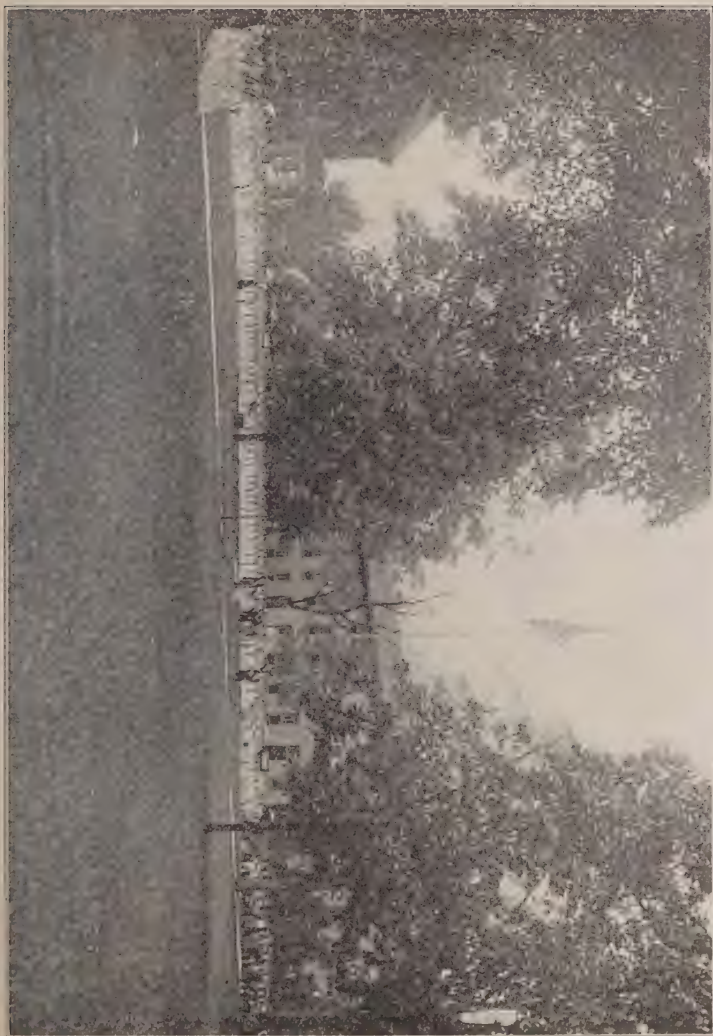
While the men are improving the roads and buildings, let the women and children devote their attention to this special work.

Through the coöperation of the women of Southern Pines with the principal of the high school there, an Arbor Day Celebration was recently planned and carried out with gratifying success. In the morning many shade trees and ornamental shrubs were planted over the school grounds, markedly improving its appearance. The afternoon was devoted to Arbor Day exercises in the auditorium in which all the pupils took part.

A day or even part of a day spent in this way is vitally interesting to the children, and is thoroughly enjoyed by the patrons of the school. The grounds can be greatly improved at little cost while the children will be taught to appreciate the beauties of nature around them. Other public places can be improved in the same way.

Under the subjects "Arbor Day" and "Tree Planting" in Section VI of this bulletin, a suggested Arbor Day program, which can be modified to suit conditions by those in charge, and instructions for planting are given. These should be followed as closely as the weather and other conditions will permit. Full instructions for planting can be secured by writing the State Geologist, Chapel Hill, N. C., for a copy of a bulletin entitled "Shade Trees for North Carolina."

"LITTLE SAM," "COLUMBIA," AND THE UNIVERSITY SLAMMER SCHOOL STUDENTS SALUTING THE FLAG, JULY 4, 1912.



5. For Flag Raising.

At some suitable time in the day, let the stars and stripes, the flag of our Union, be raised, the entire assemblage of the people standing and saluting the flag.

If the local school has no flag, let this be the occasion for securing one and raising it formally for the first time. Make a feature of this event. Sing "America," "The Star Spangled Banner," "Columbia," "The Old North State," and other patriotic songs. "Uncle Sam" and "Columbia" in costume will add to the attractiveness of the event. If there is a local band, let it lead the procession around the flag and play patriotic airs.

6. For Singing Party, or Other Social Features at Night.

The hour devoted to this part of the program may be occupied in varied ways. Games (as suggested in Section VI) may be played. Fairy tales, Uncle Remus and animal stories, myths of ancient and mediaeval times, and stories illustrating the adventures and heroism of North Carolinians and Americans of the early days, may be made to do good service here. The school or public library may be drawn upon for the material and frequently a little child will tell the story better than some older person. Incidents in North Carolina history growing out of events such as the Edenton Tea Party, the Battle of Alamance, the Revolution, and the Civil War, can be made the basis of beautiful scenes and tableaux. Read the article in Section VI on Historical Pageants. Stories may be followed with glee club songs, negro melodies, and songs of patriotism. "Suwanee River," "Old Black Joe," "Annie Laurie," "The Old Oaken Bucket," "Home, Sweet Home," will find a response in many hearts.

SECTION III

PROGRAM FOR FRIDAY—SCHOOL AND NEIGHBORHOOD IMPROVEMENT DAY

("North Carolina Day")

The meeting for Friday should be an all day meeting at every school house, for everybody—men and women, boys and girls, young and old, married and single—with public picnic dinner. This day will be observed as "North Carolina Day" in every school in the State by order of the State Department of Education. In every case the school house should be decorated with autumn leaves and flowers of all kinds, and with exhibits of farm products—corn, cotton, pumpkins, etc. Let everything radiate cheerfulness and the holiday spirit.

MORNING SESSION

1. Preliminary and Permanent Organization.

The meeting should be called to order by the Chairman of the local school committee. After devotional exercises, including singing, should follow a brief statement of the purpose of the meeting, the chairman welcoming the people of the community to their schoolhouse. Then elect a permanent chairman and secretary.

2. Report of Community Survey on Questions of Progress.

Directions for making this survey (see Section I) have been sent to local committees and it is hoped that a report will be ready in each school district. The committee should have designated some suitable person to present in a clear, understandable way this report and comment on all the striking facts brought out by it. Are too few newspapers taken? Do too few farmers belong to a farmers' organization? Is the church membership too small? Have most farmers pure bred cattle, hogs, and poultry? Are the farms self-supporting? Are conditions good with regard to telephones, rural mail delivery, water supply, screened and painted houses, etc.? Is the percentage of farm tenancy high? These and a score of other pertinent questions will suggest themselves in considering the report.

3. Discussion of Some of the Vital Community Needs Revealed by the Facts of the Reports.

Two or more of the most intelligent citizens of the community—men or women or both—should be previously selected by the local committee, furnished beforehand with a summary of the survey, and notified that they will be expected to lead this discussion in talks not exceeding seven minutes each.

Song: "Ho! For Carolina."

4. Discussion of Plans for Improvement of the Community School.

(a) School Term.

Length of it? Is it long enough? How can it be lengthened? The average length of school term in the United States is 156 days; in the South Atlantic States, 131 days; in North Carolina, white, 113.6 days. In North Carolina (1913) city districts the term was, white, 169.5 days; in our country districts, white, 102.4 days; in rural special tax districts, white, 135 days. How does your local school term compare with these averages?

(b) Teachers.

You know the number of teachers in your school. How many classes or grades are there, and how many daily recitations? Can one teacher hope to teach with thoroughness and efficiency all the subjects and classes required and necessary for the seven elementary grades in your district? Has your school enough teachers to give the time needed for thorough work to the number of children and the number of recitations in the number of subjects taught and required? The average salary of rural teachers in North Carolina is \$217.12; average salary of State is \$248.12; average in cities, \$396.77. What is salary of other workers in your community? How does your teacher's salary compare with these averages?

(c) Work of the Schools.

Consider whether any part of the work and any of the studies in your school relate to country things, environment and occupation; give a profitable and enjoyable knowledge thereof, awaken an interest therein, a love therefor, and afford any sort of practical preparation for efficiency in the work of the farm and the country home. Does your community school minister to the needs, cultural, social, moral, vocational, of the community in which it is located and by which it is maintained? Are your house, equipment, teaching force, and funds adequate for such a school and for such work?

(d) Schoolhouses and Grounds.

Is your schoolhouse painted? Is it properly lighted, ventilated and heated? Is it clean and kept so? Is it home-like and attractive within, with curtains, shades, well selected pictures, etc.? Is it supplied with up-to-date blackboards, comfortable desks, maps, library, etc.? Is there any auditorium for social gatherings, entertainments, public lectures, and community meetings of various sorts? Is the house large enough? How many acres in school grounds? Have ample playgrounds for girls and boys been provided, and properly prepared and equipped with at least some simple, home-made apparatus? Have school grounds been properly drained, cleared of stumps and rubbish, laid off in walks, flower plots, etc., beautified with flowers, vines, trees, and shrubs? Have sanitary privies been provided, properly located and screened as modesty demands? Is the water supply sanitary and properly protected? Do pupils have individual drinking cups?

5. Suggested Means for Supplying Your School's Needs in Length of Term, Teaching Force, Work, House, Grounds, etc.

The following remedies for any defects indicated by the foregoing questions should be considered:



VIEW OF WINECOFF HIGH SCHOOL CHILDREN GRAVELING THE STATESVILLE ROAD,
CABARRUS COUNTY, NOVEMBER 5 AND 6, 1913.



STATE NORMAL AND INDUSTRIAL COLLEGE GIRLS CLEANING CAMPUS ON NOVEMBER 5 AND 6,
1913.

(a) Enlarge School District.

By consolidation within reasonable walking distance, and by transportation of pupils beyond walking distance, where the funds that can be made available and the facts, after careful investigation, make this practicable. Enlarged territory will furnish more property for taxation, more school population, and more community population for coöperation for improvement of schools and community.

(b) Local Tax.

Vote local tax if necessary under section 4115 of school law, or enlarge or consolidate existing local tax districts under that section and thereby increase annual available funds for all purposes of school improvement. 1,600 districts in North Carolina lengthen their school terms and improve their schools in other ways by voting a special local tax and raise in the aggregate \$1,250,000.00 annually—about one-fourth of the total annual school fund of the entire State.

(c) Larger Type of School.

If possible, provide enough territory and enough money for at least a three-teacher school, which seems from experience the minimum type of the efficient rural school. (See outline for the organization and work of such school in Part VI, under the subject Rural Elementary School.)

6. Other Agencies That Will Help to Supply These Needs.**(a) Industrial Activities.**

1. *Sewing and Cooking Classes for Girls.* In Schools with three or more teachers at least one teacher can be secured with necessary training to give part of her time to this work.

2. *Tomato Clubs and Poultry Clubs for Girls. Corn Clubs and Pig Clubs for boys.* The coöperation of the county farm demonstration agents and the agents—men and women—directing this work for State and National Departments of Agriculture can be easily secured by teachers. Write Secretary T. E. Browne, West Raleigh, N. C. (Director Corn Club Work); Mrs. Jane S. McKimmon, Raleigh, N. C. (Director Canning Club Work); Mr. J. D. McVean, West Raleigh, N. C. (Director Pig Club Work); Mr. C. B. Ross, West Raleigh, N. C. (Director Poultry Club Work); and have these clubs organized in your school and community.

3. *School Demonstration Farm and School Garden.* These can be operated under the direction of the teacher with the aid of county farm-life schools, and demonstration agents, county, state, and national.

4. *Bulletins.* Bulletins from State and National Departments of Agriculture for aid and direction in all this work can be obtained upon application and should be on file in your school.

(For such bulletins free write to State Department of Agriculture, Raleigh, N. C., and U. S. Department of Agriculture, Washington, D. C.)

(b) Woman's School Betterment Association.

Has your school an active Betterment Association? Have the women of your local school district interested themselves in helping the teacher and the committee to improve the school by raising money to lengthen the term; build a better school house, or enlarge, repair, and paint the one you have; to clean off the school grounds and plant flowers and shrubbery thereon; to increase attendance; buy a new school library or add to the old one;

to have a school garden; to buy a piano for the school; to put in new maps, globes and pictures; to build sanitary outhouses and properly screen them; to have community meetings in the school house, lectures, entertainments, etc.?

If you do not have a Woman's School Betterment Association, do you not think it wise to organize one *to-day*—NOW? Elect a President, Vice-President, Secretary and Treasurer and enroll every woman in the district. Then write the State Superintendent of Public Instruction, Raleigh, N. C., for pamphlets explaining the organization and work of the Association.

Before you leave the school building to-day, consult the teacher and committee, decide upon some things you will do this fall, and set about it without delay.

Read what one active Betterment Association has done:

ENTERPRISE BETTERMENT ASSOCIATION.

(Wake County, Swift Creek Township)

1. Betterment Association re-organized.

2. Two half days in December were spent by students, teachers, and patrons in cleaning building and grounds, and later men and boys of the community came with wagons and teams and hauled about one hundred loads of litter from the woods to the school farm lands.

3. After the first thorough cleaning of the building the windows were washed a second time. Magazine and reference shelves were placed in the advanced and intermediate rooms and these were kept well filled with new standard magazines and good reference books not found in the school library.

Throughout the term meetings were held, speeches made, extra reports sent to attendance officer, and notes written in the interest of compulsory attendance.

A six months' school term instead of the three and one-half months furnished by the county previously was the standard set by ambitious patrons of the school. To secure the necessary funds to so extend the term called forth the best efforts of the most loyal ones and resulted in the development of a spirit of coöperation that has never been equaled in the district before.

Two men got in their buggies, made a thorough canvass of the district, and worked until every patron, with one exception, pledged himself to help support the school. By this means a good attendance was maintained to the last day, while more than enough funds were provided for teachers' salaries.

4. Term lengthened fifty days.

5. \$120 cleared from school farm—three and a half acres in cotton.

6. Gifts amounting to nearly \$100.

7. Betterment receipts for year, \$709.56, raised by contributions, school farm, box parties, prizes won, music tuitions, etc.

7. Concrete Illustrations.

(Read below how various communities are actually answering satisfactorily many of the questions asked in this program concerning the improvement of your school.)



THE COOKING CLASS OF THE AUTRYVILLE, SAMPSON COUNTY, ELEMENTARY SCHOOL.

(a) Autryville.

Have you heard of the Autryville Elementary School in Sampson County? Only three years ago Autryville had a dingy, dilapidated one-room shack which served as schoolhouse, village auditorium, and community church.

One or two leaders, with aid from the State Department of Education, won a local tax fight. A comfortable two-room building replaced the old; two live teachers came into the community; boarding pupils came in. An upright piano was bought and a music class was organized. Next followed a cooking class of twenty girls under the principal, and a class of boys in industrial work was directed by the assistant teacher. The new building is on a pretty hill; a new sand-clay road runs by the door; a tennis court has been laid out; and the water for the school is drawn by means of a new up-to-date pump.

The people are proud of their school and are enthusiastic in its support. Within the past few months adjoining districts have come into the Autryville district, another room has been added to the school building, and another efficient teacher has been employed. From a weak one-teacher school in an unpainted, unattractive, unequipped, box-car school house, with a public school term of only four months, this Autryville school during the past few years has developed into an efficient rural elementary school employing three competent and well trained teachers—teaching in an attractive, modern, and well equipped building located on an attractive school site, with a school term of from seven to eight months, with the work of the school more adequately ministering to the cultural as well as the every day needs of the community's children.

(b) Brogden School.

The Brogden School, in Johnston County, is another illustration of a community's progress in the building up of an efficient three-teacher type of rural elementary school. After a long and hard fight the people carried a local tax, erected on an attractive site a comfortable and well equipped three-room building, and employed three competent teachers to do the work. Through its one or two years of High School instruction, through the teaching of practical agriculture to the boys and domestic science to the girls, this school is now more satisfactorily ministering to the cultural as well as the every day needs of the children of the community. The factions that arose over the voting of local tax have died down; the people are now proud of their school and enthusiastic in its support. This school probably has the largest Boys' Corn Club in the county.

(c) The Thurman School.

The Thurman School, in Craven County, represents probably the largest type of school consolidation with the public transportation of pupils in the State. Two years ago the white children in this township were attending school in three dingy, uncomfortable, unequipped, one-room school buildings erected upon small, unattractive, and shadeless spots. The people became convinced that under these conditions the educational needs of these children were not being met nor could be met. They launched one aggressive campaign for the voting of local tax and the consolidation of all the schools of the township into one central school. The election was carried by a good majority, an attractive three-room school building was erected upon a school site of seventeen acres, three school wagons were bought, and about seventy



A NORTH CAROLINA EXAMPLE OF RURAL ELEMENTARY SCHOOL CONSOLIDATION—THURMAN SCHOOL, CRAVEN COUNTY,

children living too far to walk now ride to one central school. The school began with two teachers. This year they have a competent male principal and a competent assistant. The principal has bought a farm near the school and intends becoming a permanent resident, giving to the community, the year round, the benefit of his leadership in all matters pertaining to its fullest development industrially, socially, and morally. The question of adding another teacher is now being discussed and this may be done before the close of the session. With this male principal who loves country life and understands practical agriculture, with this school site of seventeen acres, the boys in Thurman School are going to have a rare opportunity for regular, systematic, and valuable instruction in country life subjects. It is probable that the girls also in this school are going to be given systematic training in cooking, sewing, in home-making and home-keeping. By enlarging their territory they now have the taxable property and the people to develop a type of rural elementary school that is very efficient in meeting the needs of the children of the entire township. It is not surprising that the people are enthusiastic over their school and that it is becoming an object lesson for the rural communities throughout the entire county.

AFTERNOON DISCUSSION—OTHER NEEDS OF OUR COMMUNITY

1. Are Our Roads What They Should Be?

What is your mud tax? To carry a ton one mile by sea costs one-tenth of a cent; by railroad one cent. To haul a ton over good roads costs seven cents a mile; over ordinary country roads 25 cents a mile. Mud tax and hill-climbing tolls therefore, amount to 18 cents a mile. Consider the condition of your roads in February and other rainy seasons. Of what material can good roads best be constructed? Don't depend on expensive macadam, but try gravel or sand-clay. And by all means make provision for dragging the roads. The drag is the cheapest good roads maker ever invented. If you have already built roads, don't forget that it is just as important to maintain them as to build them.

Look up the road table in Section V and send for free road bulletins to Dr. J. H. Pratt, Chapel Hill, N. C., and National Department of Agriculture, Washington, D. C.

2. Are Our Farmers Co-operating as They Should?

Consider here (a) the use of improved machinery; (b) marketing of staple crops, vegetables, poultry, dairy products, etc.; (c) rural telephones and coöperative insurance. Read the following story how the farmers around Chadbourn coöperated:

"The members of Broadway Farmers' Union, No. 1,089, have been doing things this year. We have bought for cash \$1,850 worth of fertilizers, a threshing outfit at a cost of \$750, a lime and fertilizer distributor, and have bought together what grain we had to buy. Two of our members own a manure spreader and two other members own a wheat drill. They all four use the two machines. Therefore each man gets the use of these two machines at one-fourth the cost of each man owning a separate machine. We also have several binders in our local, each owned by two or more individuals, and several mowers and rakes owned in the same way. Five own a stalk-cutter, and five own a steel roller."

Why shouldn't farmers in your community do likewise? Why shouldn't they join together in marketing their cotton or tobacco in the fall, and in marketing vegetables, fruit, poultry, eggs, etc., at all seasons of the year? Start a movement for a farmers' coöperative telephone company. Then read the report of a farmers' mutual fire insurance company in Section VI and see whether your people are justified in risking ruin by fire when protection may be had at such low cost.

3. How Can We Make Our Community Healthier?

Are sanitary conditions in the community what they should be? Are wells in places where they can be affected by drainage from stables, pig pens, etc.? Do the people allow stagnant water near their houses as breeding places for mosquitoes, leading to chills and fever? Have the children been examined for hookworm disease? Are the homes screened? Has typhoid fever visited the community this year? Swiss mothers nurse only 46 cases of typhoid fever in every 100,000 of population; German mothers, 63; Scotch, 96; mothers in our Southern States have to nurse 727 cases of typhoid fever in every 100,000 of population. Have you asked the State Board of Health to send you the monthly Health Bulletin? Ask Dr. W. S. Rankin, Secretary, Raleigh, N. C., to put your names on the regular mailing list.

See also articles in Section VI under the subjects Public Health and Whole-Time Health Officers.

4. What Is Our Community Doing to Teach Adults to Read and Write?

In table I in Section V statistics are given showing the number of white persons per hundred in your county above ten years of age who cannot read and write. In Rowan County, Kentucky, in 1911, schools were opened for adults on moonlight nights. The teachers of the regular schools volunteered their services. In 1912 one thousand six hundred of the grown people in the county were enrolled. The movement extended to eight neighboring counties and the attitude of the whole section toward schools was changed.

Night schools, lectures, libraries, and reading rooms help tremendously in continuing the education of those who were unable to secure much schooling when they were children. Are you adopting any of these means in your community for the teaching of all the people?

Read the article on Moonlight Schools in Section VI. It contains most interesting facts.

5. How Can We Better Encourage the Reading Habit Among Our People?

Consider whether your school library is what it ought to be, and whether you have added a supplemental library. Read in Section VI what was done in the school library at Bunn, N. C. It has frequently been urged that every one-horse farmer should spend \$5 a year for newspapers, and \$5 for books; a two-horse farmer \$10 for newspapers and \$10 for books, and a three-horse farmer \$15 for each. Are your people doing this? Are the older people reading your library books? Why not have the children exchange books and magazines at school each Friday? A traveling library from the State Library Commission, Raleigh, will be a great help. Also write Fourth Assistant Postmaster General, Washington, D. C., for informa-

tion as to how to get a R. F. D. route if you haven't one, for daily mail will do much to promote reading among all classes.

6. How Can We Develop a Richer Social Life and Recreation Facilities, a Greater "Get-together" Spirit Among Our People?

People should get together more. See in section VI, games and songs for informal meetings suggested by Dr. Wyche. Every town and every school should have its playgrounds, and boys should have neighborhood baseball clubs, etc. Singing schools should be encouraged; plays and pageants also. In every school there should be frequent spelling, declamation and debating contests by boys and girls, and a neighborhood debating society for all. Each school should also utilize the extension lectures from the University, A. and M. College, and the various other colleges of the State; also from the State Departments of Education, Health, Agriculture, etc. Many of these are illustrated lectures. Henry S. Curtis in "Play and Recreation in the Open Country" suggests the following monthly program:

First Friday of each month: singing school.

Second Friday: spelling match.

Third Friday: debate.

Fourth Friday: school exhibition and fair.

Every Wednesday night: a public lecture.

Thursday nights: classes in domestic economy and agriculture followed by lunch and games.

Saturday night: moving pictures.

7. Appointment of Committees to Act and Report Later.

After discussing all these matters let the people decide upon a few—not too many—about which they wish to inaugurate improvements right away. It may be with regard to consolidating districts so as to get a stronger community unit, develop a genuine social center, and give better support to all social agencies. It may be with regard to some definite plan for getting better roads or streets. It may be a moonlight school. It may be to get a better school or town library. It may be to organize a coöperative telephone association. And so on. In every case name a definite committee of three or five persons who will take charge of that particular task with a determination to make it a success. It is suggested that at least two definite committees be appointed:

(a) "Committee on School Improvement."

(b) "Committee on Community Improvement."

8. Adjourn to Some Later Date to Hear Reports of Committees Just Indicated.

9. Games, Sports, Songs, Plays, and Social Features for Afternoon and Evening.

A night session may be arranged with social features as indicated in part 6 of Section II of this Bulletin; or for a further discussion of the subjects indicated here; or for a lecture or address by some invited speaker.

(Close with "Home, Sweet Home" sung by all present.)

SECTION IV

PROGRAM FOR SATURDAY—COUNTY PROGRESS DAY

The object of the County Meeting on Saturday is to bring everybody in the county together at the county seat for a free, informal discussion of the needs and possibilities of the county. The purpose is to help forward all movements for the county's advancement and development. The surveys which have been made beforehand in the school districts, with the various resolutions adopted at the school meetings on Friday, should be collected by the Committee in charge of the Saturday's meeting and made the basis of a large part of the discussions.

1. Preliminary Organization.

The meeting should be called to order at 10:30 o'clock by the Chairman of the County Committee.

Elect a permanent Chairman and Secretary. If the results of this meeting are to be of real value, a definite organization should be perfected and committees put to work to continue investigations throughout the year.

2. Summary of Surveys From all School Districts.

The Committee in charge of the work in the county should arrange to have the surveys which have been made in the various school districts summarized for use in this special meeting.

3. What the Figures Show as to Where Our County Leads and Where it Lags.

At this point a twenty minutes address by the strongest available man in the county should be made on the basis of the facts set forth in Section V of this bulletin and as found in the surveys from the various school districts of the county. A chart showing in heavy black letters the county's relative standing should also be prepared in advance from the tables assembled in Section V.

4. A General Discussion of "What Our County Most Needs."

Five minute talks on each of the following subjects or as many as may be selected by the County Committee:

(a) A Six Months School Term.

North Carolina has increased the statutory limits of its school term from four to six months. This is a significant step. It means more money and a broader outlook on life for the children who take advantage of the extra 40 days of "schoolin'" per year.

The United States Bureau of Education puts it this way: The man who has had little or no schooling usually does unskilled labor and has an earning capacity of \$300 to \$450 per year. In the course of 40 years he earns between \$12,000 and \$18,000. The man who has completed the grammar grades has an average yearly earning capacity of from \$400 to \$600. His

total earnings for 40 years are between \$16,000 and \$24,000. The man who has completed the high school course earns \$1,000 annually. His total for 40 years is \$40,000.

That is, for each day he has attended school he has increased his total earning power. In other words he has invested something. During the 12 years required to complete the course (2,200 days) he has invested that which has increased his earning power from \$22,000 to \$28,000 more than if he had had "no schoolin'."

Isn't it pretty good business if a school boy can "lay up" \$10 daily while in school? These are averages made up from statistics, and of course there are exceptions to the rule. By adding 40 days per year to the term, think what a tremendous "capital" North Carolina is setting aside for her boys and girls!

See the table in Section V showing how your county ranks in amount spent for education per \$1,000 worth of property.

(b) Do We Need a Farm Demonstration Agent?

(This question may be omitted if you have a Demonstration Agent.)

The farm demonstration agent in North Carolina is rapidly becoming recognized as a foremost factor in rural progress. The actual demonstration of increased yields, through proper crop rotation, through planting of cover crops, through the adoption of scientific farming, carries conviction where printed reports and instructions would fail. "Things seen are mightier than things heard." See in Section V the average yields made under demonstration methods in various North Carolina counties as compared with yields made under ordinary methods.

In Caldwell County, 3,000 acres of crimson clover have been sown this fall as a result of the campaign carried on by the farm demonstrator. Proper cultures have been supplied, and clover, during the winter, is laying up the nitrogen supply for the summer crop.

The carrying out of a successful drainage project has been one of the means by which the agent in Henderson County has shown his value to the county. In Wake County the Demonstration is chiefly responsible for the record-breaking enrollment in Boys' Corn Clubs.

In still other counties poultry raising, dairy farming, coöperative marketing, corn and tomato clubs, and other special activities have been featured and everywhere the result has been worth while.

See the list of counties having agents in Section V. Is your county in the list? If not, write State Agent, Farm Demonstration Work, Raleigh, and ask how to get in.

(c) Do We Need a Better Road System?

The distance between Chapel Hill and Durham, by the public road, is twelve miles. In March, 1899, the editor of this Bulletin made the distance in a single buggy in three hours and a half. One of the incidents of the trip was a mire down and the breaking of the singletree.

In 1906 Durham County macadamized eight of the twelve miles. Orange has just completed a perfect sand-clay road for the remaining four miles. It has also raised the bridge over the creek twenty feet.

What has been the result? In September of this year the editor with half a dozen other passengers in a regular auto-transfer car made the



A NORTH CAROLINA CANNING CLUB DEMONSTRATION, UNDER THE DIRECTION OF MRS. JANE S. MCKIMMON.

identical trip in thirty-five minutes and passed a two horse wagon carrying a cord and a half of pine wood to Durham.

Special taxes and a \$250,000 bond issue effected this and made possible complete road systems for both counties.

Look up your county's ranking in good road mileage as given in the special table on Roads in Section V. If that is poor, write the Geological Survey, Chapel Hill, N. C., for copies of its publications on good roads, and start to work for a complete county road system. Such a system pays!

(d) Do We Need a County Fair?

The *Progressive Farmer* puts it this way: "Resolve now that you will have a county fair every fall. One great trouble about country life heretofore has been that there has not been adequate public recognition of the men and women who have done extraordinary work. It will give a new impetus to all lines of progress in your county to have an annual fair that will give distinct recognition to the man who has made the best corn yield in the county; to the man who has made the best cotton yield or tobacco yield or peanut yield; to the man who has bred up the best variety of corn or tobacco or cotton or peanuts; to the man who exhibits the best breed of hogs or cattle or sheep; to the woman who exhibits the best bread or canned goods or fancy work or poultry; to the school that reports the best work in agriculture; to the boy who makes the best record in the Corn Club work; to the girl who makes the best report in the Tomato Clubs, etc., etc."

Read the article "\$100 and a Few Ribbons Made a Successful Local Fair" in Section VI of this Bulletin, and the article "Let the County Recognize and Honor Public Service."

(e) Do We Need a County School Commencement?

This year 41 North Carolina counties held county commencements in which 75,000 school children participated in parades, exhibits, athletic contests, and other events, and at which 2,500 received certificates for the completion of the seven elementary grades.

The effect of this movement has been tremendous in awakening the educational consciousness of the counties. They have stimulated county pride, school spirit, community rivalry, and above all things else, they have given incentive to the school children to remain in school until the high school at least is reached.

Has your county witnessed the parade of all its school children down the main street, heard the bands playing, seen the flags flying, caught the light of inspiration on the faces of the leaders of tomorrow? If it has, the question of school taxes will hereafter cease to be a bugbear. If it has not, get in line for 1915. Join the 60 counties of the 100 already planning for this splendid county event. You will find details in Section VI under the subject County Commencements.

(f) Greater Community of Interest and Co-operation Between County and Town.

City boards of trade are rapidly seeing a new light. They are ceasing to be selfishly concerned with city projects alone, such as more factories and great "white ways" mainly. Their inspiring, new purpose is the welfare of the surrounding trade territory—the making of each town the center of a prosperous rural section.

Up-to-date chambers of commerce are becoming county-wide organizations. Farmers from every district are represented in them. Everything in the town is thrown open to the county dwellers—markets, hitching grounds, rest-rooms, warehouses, schools, libraries, hospitals. The latch-string hangs on the outside.

Charlotte and Durham have extended library privileges to the residents of the county. Goldsboro and Chapel Hill have rest-rooms. Gastonia recently entertained all the teachers of the county attending a special educational conference.

What idea has your town worked out which is tying town and county together in mutual helpfulness?

(g) Do We Need a Whole-Time County Health Officer?

In matters of health we are slow to adopt the proverb "an ounce of prevention is worth a pound of cure." We know the truth of this proverb, but we prefer to have whooping cough, or scarlet fever, or malaria, and then pay doctors' bills, rather than employ a skilled physician whose whole time shall be devoted to prevent these diseases, or what is better, to see to it that we prevent them ourselves.

We balk at the salary for such a county officer, and yet through failure of proper examination of our school children, through failure to prevent measles and diphtheria, through lack of knowledge as to the ways in which tuberculosis and typhoid are contracted, the care of infants, etc., we pay a hundred fold greater cost.

And this salary is paid in dollars, in ill developed bodies and minds, in sickness, in suffering, and in death itself!

The following counties think differently. They have Whole-Time Health Officers. As yet they are in the minority, but they have set an example for the majority: Buncombe, Columbus, Durham, Forsyth, Guilford, Johnston, Nash, New Hanover, Robeson, Rockingham, Sampson. Will your county join this honor roll if not already in it?

(h) Do We Need a Whole-Time County Superintendent of Schools?

The old time idea that any one could teach school or be a county superintendent of public instruction is decidedly out of date. The scrap heap is the proper and fitting place for it. The State of North Carolina maintains the University and a half dozen normal and training schools and the colleges of the State maintain educational departments, all of which give courses in teaching. A number of them, offer special courses in administration and supervision of schools for men who are to become principals, superintendents, and county superintendents. The object of all this, of course, is to prepare men to take charge of county educational work who can devote all their time to it and who understand what their real work is.

On the face of it, it would seem that the county which employs a superintendent for only part time, and which employs for this job a man trained to do some other work, is following a plan that leads away from, rather than towards, a constructive educational policy for its people.

Read in Section VI under the subject "Rural School Teachers," Superintendent C. C. Wright's plan for stimulating teachers, and see what Wilkes is doing under trained, efficient leadership. Rural libraries are open in 153 schools. The salary of white teachers has increased from \$20 to \$39 since 1900. Corn Club boys number 294. In 1900 only three schools had assistant

teachers. Now there are 53, and the amount of local tax within the same period has increased from nothing to \$8,500!

Has your county a Rural School Supervisor or Assistant County Superintendent? In Section VI under the subject "Rural School Supervisors," you will find why you should have one.

(i) Developing our Agricultural Sections by Substituting Diversification for One-crop Methods, by Encouraging Home-Ownership and by Getting More White Settlers.

At every county meeting the chart already mentioned should show plainly how the county ranks in her acre-value of crop yields; in agricultural wealth per capita; and in farm tenancy. It will easily be seen that in counties where the acres yield the most dollars, the farmers who till these acres are frequently among the poorest. And why? Because they do not keep these dollars, but send them away to buy corn, flour, hay, meat, lard, mules, etc., with pay and profits to half a dozen intervening middlemen, railways, etc. In counties that make less per acre but raise their own food and stock, the people are much more prosperous. See how it is in your county.

Consider, too, the figures on farm tenancy, and remember that where tenancy increases, schools and churches decline, soils deteriorate, and all the agencies of a rich and satisfying rural civilization decay. Every county should seek to encourage home-ownership, and to this end taxation should fall lightest on lands and lots whose owners are developing and beautifying them, and heaviest on lands and lots held for speculation, partly or wholly undeveloped.

Wherever the white population is too sparse to furnish an adequate community life, or properly develop our resources, efforts should be made to get more white settlers to come and buy homes. Thousands of people have gone from our Western counties to Western States who should have remained in North Carolina; and there are thousands of thrifty, capable, sterling farmers in the West who would now come to help build up North Carolina if we should go after them. Let's keep our own good people and invite others. See map showing how our counties gained or lost in rural population in the last census decade, and whether your gain was large or not. Mecklenburg, Davidson, Durham, and other supposedly strong counties actually showed a decrease.

(j) Do We Need a County Farm-Life School?

On another page is the picture of the farm-life school at Lowe's Grove, Durham County. The assemblage of buildings is significant. It comprises (1) a modern school building, (2) principal's home and dormitory, (3) school farm barn, and (4) the community church. Add to this group the home of the country church pastor, which does not appear in the picture but which is close to the church, and you have the "plant" for the building of a splendid permanent community civilization.

Seventeen communities in North Carolina are operating such "plants" this year. Guilford County leads with three. Wake has two. One of the debating teams from the Pleasant Garden School (Guilford) in 1913 won the High School Debating Union Championship. The work of the classes in Agriculture and Domestic Science is attracting national attention.

Has your county thought of providing this agency for the building up of a permanent, happy, efficient, country civilization? Write State Superintendent Joyner for details.



THE BEGINNINGS OF THE "PLANT" AT LOWE'S GROVE FARM-LIFE SCHOOL, DURHAM COUNTY.

(k) Closer Co-operation of all Church and Sunday School Forces for Moral and Spiritual Progress.

Progress in these fields must rest upon three things: (1) a knowledge of existing conditions as determined by a survey; (2) an organized association uniting all interested workers in the communities and counties; and (3) working committees in each community.

The most prominent association of this sort is the Greensboro Inter-Church Association. Read the story in the April-June, 1914 number of the *Social Service Quarterly*, published in Raleigh, or write Mr. A. W. McAlister of Greensboro, and learn how they made a church and Sunday School survey, and started separate committees to work on Charities, Public Health, Amusements, Child Welfare, Social Evil, Law and Order, Legislation.

In the country sections the big thing for the church, in addition to its regular work, is to socialize its surrounding community, to promote the interest of all good movements which look to the social, moral, and spiritual uplift of the people. Read "The Country Church," by Dr. L. H. Bailey, in Section VI. Note, too, the table in Section V showing how your county ranks in church membership. The figures may astonish you.

(l) A Campaign for Tick Eradication and Developing Live Stock and Dairy Interest.

Through a special report on cattle ticks, Texas has recently learned that the presence of ticks on cattle not only lessens the value of the cattle on the hoof, probably about a cent a pound, but reduces the average price of hides three cents a pound and cuts down by a quart the quantity of milk per cow a day. Texas' tribute to the tick last year for milk alone was \$7,875,000, and North Carolina's tribute also reached a staggering total. Ticks have now been exterminated from a great part of the State these last ten years, but many Eastern counties are still infested. Write State Department of Agriculture, Raleigh, for help.

In every county, too, there is need for individual and coöperative action to get better breeds of cattle, hogs, and poultry. To this same end county fairs should be held, and pig clubs encouraged. The people in each community should raise the same breed as far as possible and make that community noted as a place to get Berkshires, Jerseys, Tamworths or whatever the breed may be. The State Department of Agriculture, Raleigh, will give help or advice about any form of live stock or dairy work.

If your county has not formed coöperative organizations for marketing live stock and dairy products, let several of its leaders read what Catawba County has done as told by Richard H. Shuford, of Hickory, in Bulletin No. 8, published by the Bureau of Extension of the University at Chapel Hill. Last year the Catawba Coöperative Creamery sold for its members 99,917 pounds of butter at 30 cents per pound and 78,570 dozen eggs at 21 cents per dozen.

5. Adoption of Motions and Resolutions for Progress, and Appointment of Committees.

At the conclusion of the discussions, draw up and adopt resolutions favoring such forward movements as have met the approval of the meeting. Put the resolutions in writing and have them formally passed. In this form they can be used before the County Board of Education, County Commissioners, the Board of Aldermen, or may be sent to your representatives in the General Assembly. At the same time name a strong committee on each subject.

Let these committees continue the investigations, report to further meetings throughout the year, and where indicated, present the resolutions adopted to the County Commissioners, Board of Education, Board of Aldermen, or other governing bodies with a view to their being put into practice.

If permanent results are to be secured from these meetings, the work begun must be carried out persistently. Before you adjourn, arrange for a later meeting at which these committees will report.

6. Social and Recreational Features for Afternoon and Evening.

Several counties have held singing and fiddlers' meetings in recent years. If there is an orchestra or band at the county seat it can be put to good service. The local school may arrange a play or special program for the occasion. The Woman's Club and the Board of Trade of the county seat have a splendid opportunity to play the host to the friends from the country.

Frequently the Department of Agriculture, or the Office of Public Roads, or the Public Health Service of the United States, will send lecturers, with moving or stereopticon pictures, illustrating many vital questions. This was the big feature of a Rally Day held in Chapel Hill in 1913. Special educational or other films might be secured by the committee for use in the moving picture halls of the town.

SECTION V

PLAIN TRUTH ABOUT YOUR COUNTY; WHERE IT STANDS AND HOW IT IS MOVING

NORTH CAROLINA'S POWER TO PRODUCE FARM WEALTH

North Carolina led the South in 1910 in the value of her cotton mill products. In the United States our rank was second in this particular; and in the value of tobacco factory products our rank was third.

Manufacture is a big business in North Carolina, but agriculture bulks still bigger. The capital invested in agriculture in the census year was nearly two and a half times the amount invested in manufacture; the farm wealth created, in crops and animal products, was nearly twice as great as the wealth created in the processes of manufacture; while the persons engaged in farming were nearly four times as many as the operatives in our mills and factories.

Our Commissioner of Agriculture, Maj. W. A. Graham, reports that the farm wealth created in the State in 1913-14 amounted to \$241,533,670. That is to say, the farms of North Carolina every three years create nearly as great wealth as the State has been able to accumulate on her tax books in two and a half centuries!

Another striking comparison. The resources of all our banks, State and national, amounted last year to \$157,128,178. But the farms of the State, in a single year, create wealth nearly twice as great.

The per-acre, crop-producing power of North Carolina in 1913 was \$24.84, and our rank was 8th among the States of the Union.

Our advantages, in soils and seasons, put us far in the lead in the creation of crop wealth from year to year. In per-acre, crop-producing power, North Carolina outranks every one of the rich prairie States of the Middle West.

These statements are in strict accord with the reports of the Federal Department of Agriculture.

NATIVE WHITE ILLITERACY IN NORTH CAROLINA

In 1910, our native-born white illiterates, 10 years of age and over, numbered 132,189, or 12.3 per cent. Our rank among the States, in this particular, was 46th. Louisiana and New Mexico made a poorer showing.

Nevertheless, our white illiterates were 43,456 fewer than in 1900, and the per cent fell from 19.5 to 12.3. Barring only New Mexico, no other State in the Union made a more effective assault upon white illiteracy during the census period.

Only 7,440 of our native white illiterates were city dwellers; while 124,552 of them lived in the countryside. The town rate was 5 per cent, and the country rate, 13.5 per cent.

Our illiterate white voters in 1910 numbered 49,710 or only 11,819 fewer than in Kentucky where Moonlight Schools are rapidly reducing adult illiteracy.

Illiteracy among native-born whites in the United States ranges from three-tenths of one per cent in Montana, North Dakota, Washington, and Wyoming to 12.3 per cent in North Carolina, 15 per cent in Louisiana, and 15.5 per cent in New Mexico.

In North Carolina, native white illiteracy ranges from 3.2 per cent in New Hanover to 22.4 per cent in Mitchell County.

TABLE I.

ILLITERACY AMONG NATIVE-BORN WHITES IN NORTH CAROLINA

Ten years of age and over, 1910 census

Rank	Counties	Per cent	Rank	Counties	Per cent
1	New Hanover.....	3.2	46	Caswell.....	11.6
2	Mecklenburg.....	4.6	46	Randolph.....	11.6
3	Washington.....	5.9	48	Lenoir.....	11.7
4	Pasquotank.....	6.1	48	Transylvania.....	11.7
5	Perquimans.....	7.1	50	Hyde.....	11.6
6	Rowan.....	7.3	51	Northampton.....	12.0
7	Iredell.....	7.5	52	Person.....	12.2
8	Craven.....	7.6	53	Bladen.....	12.3
8	Dare.....	7.6	53	Rockingham.....	12.3
10	Guilford.....	7.8	55	Harnett.....	12.5
11	Bertie.....	8.0	55	Lincoln.....	12.5
11	Currituck.....	8.0	57	Jones.....	12.6
13	Buncombe.....	8.1	58	Camden.....	12.7
14	Orange.....	8.2	59	Macon.....	12.8
14	Durham.....	8.2	60	Davidson.....	13.0
14	Vance.....	8.2	60	Haywood.....	13.0
17	Gates.....	8.3	62	Carteret.....	13.5
17	Warren.....	8.3	62	Robeson.....	13.5
19	Pender.....	8.4	64	Wilson.....	13.8
20	Halifax.....	8.6	64	Onslow.....	13.8
21	Lee.....	8.9	66	Duplin.....	14.2
22	Alamance.....	9.3	67	Sampson.....	14.3
23	Anson.....	9.6	68	Cleveland.....	14.4
23	Wayne.....	9.6	68	Montgomery.....	14.4
25	McDowell.....	9.8	70	Gaston.....	14.5
25	Wake.....	9.8	71	Martin.....	14.6
27	Alleghany.....	10.0	72	Watauga.....	14.8
28	Granville.....	10.1	73	Alexander.....	14.9
28	Moore.....	10.1	73	Tyrrell.....	14.9
28	Richmond.....	10.1	75	Greene.....	15.1
31	Graham.....	10.2	75	Polk.....	15.1
31	Hertford.....	10.2	77	Jackson.....	15.3
33	Catawba.....	10.6	77	Nash.....	15.3
33	Chowan.....	10.6	77	Rutherford.....	15.3
35	Henderson.....	10.7	80	Stanly.....	15.4
36	Forsyth.....	10.9	81	Ashe.....	15.6
37	Pamlico.....	11.0	82	Davie.....	15.7
37	Beaufort.....	11.0	83	Burke.....	16.0
39	Chatham.....	11.1	83	Johnston.....	16.0
39	Cumberland.....	11.1	85	Brunswick.....	16.2
39	Pitt.....	11.1	86	Clay.....	16.3
42	Union.....	11.3	87	Caldwell.....	16.7
43	Edgecombe.....	11.4	88	Swain.....	18.0
43	Franklin.....	11.4	88	Yadkin.....	18.0
45	Cabarrus.....	11.5	90	Scotland.....	18.6

Rank	Counties	Per cent	Rank	Counties	Per cent
91	Madison.....	18.7	94	Yancey.....	19.5
92	Surry.....	19.0	96	Stokes.....	20.5
93	Cherokee.....	19.4	97	Wilkes.....	21.7
94	Columbus.....	19.5	98	Mitchell.....	22.4

The State..... 12.3 per cent.
The United States..... 3.0 per cent.

CHURCH MEMBERSHIP IN NORTH CAROLINA

Church membership in North Carolina, according to the latest published figures of the Census Bureau, ranges from 18 per cent of the population in Edgecombe County to 73 per cent in Bertie. The average for the State being 40 per cent; and our rank, seventeenth.

In the United States church membership ranges from 18.2 per cent in Oklahoma to 63.3 per cent in New Mexico where more than five-sixths of the communicants are Catholics. In the United States 39.1 per cent of the population are church members.

In 1906, the members of the various religious bodies in North Carolina numbered, all told, 824,385; but 679,000 people of responsible age—ten years of age or more—were outside the churches. In twenty counties, more than two-thirds, and in five counties more than three-fourths, of the population were non-church members.

These figures are taken from or based on the Census of Religious Bodies, 1906.

TABLE II.

CHURCH MEMBERSHIP IN NORTH CAROLINA

Based on The Census of Religious Bodies, 1906

Rank	Counties	Per cent	Rank	Counties	Per cent.
1	Bertie.....	73	14	Warren.....	52
2	Hertford.....	66	19	Catawba.....	51
3	Northampton.....	64	19	Cabarrus.....	51
4	Chowan.....	63	19	Guilford.....	51
5	Gates.....	62	22	Washington.....	50
6	Pasquotank.....	58	22	Rowan.....	50
7	Vance.....	57	22	Halifax.....	50
8	Cleveland.....	55	22	Currituck.....	50
9	Pender.....	54	26	Anson.....	49
9	Camden.....	54	26	Craven.....	49
11	Mecklenburg.....	53	26	Davie.....	49
11	Lincoln.....	53	26	Scotland.....	49
11	Cumberland.....	53	26	Stanly.....	49
14	Chatham.....	52	26	Tyrrell.....	49
14	Granville.....	52	32	Iredell.....	48
14	Pamlico.....	52	33	Transylvania.....	47
14	Perquimans.....	52	33	Bladen.....	47

Rank	Counties	Per cent	Rank	Counties	Per cent
33	Greene.....	47	65	Jones.....	39
33	Davidson.....	47	68	Buncombe.....	38
33	Moore.....	47	68	Carteret.....	38
38	Union.....	46	68	Person.....	38
38	Henderson.....	46	68	Mitchell.....	38
38	Wake.....	46	72	Montgomery.....	37
41	Caldwell.....	45	73	McDowell.....	35
41	Gaston.....	45	73	Macon.....	35
41	Sampson.....	45	73	Wayne.....	35
44	Alexander.....	44	76	Pitt.....	34
44	Columbus.....	44	76	Caswell.....	34
44	Duplin.....	44	78	Cherokee.....	33
44	Franklin.....	44	78	Clay.....	33
44	Hyde.....	44	78	Nash.....	33
44	New Hanover.....	44	78	Wilkes.....	33
44	Richmond.....	44	82	Polk.....	32
44	Robeson.....	44	83	Madison.....	31
52	Dare.....	43	83	Onslow.....	31
52	Durham.....	43	85	Surry.....	30
52	Harnett.....	43	85	Johnston.....	30
52	Rutherford.....	43	85	Haywood.....	30
52	Yancey.....	43	88	Martin.....	28
57	Beaufort.....	42	88	Rockingham.....	28
57	Brunswick.....	42	90	Jackson.....	27
57	Forsyth.....	42	91	Graham.....	26
60	Lenoir.....	41	92	Swain.....	25
60	Watauga.....	41	93	Ashe.....	24
62	Randolph.....	40	93	Wilson.....	24
62	Orange.....	40	95	Stokes.....	21
62	Burke.....	40	96	Alleghany.....	19
65	Alamance.....	39	97	Edgecombe.....	18
65	Yadkin.....	39			

The State, 1906.....	40.0 per cent.
The State, 1890.....	42.3 per cent.
The United States, 1906.....	39.1 per cent.
The United States, 1890.....	32.7 per cent.

FARM TENANTS IN NORTH CAROLINA

In North Carolina, more than two-fifths of our farmers are tenants, and more than one-third of our cultivated area is under the tenancy system.

Moreover, our white tenants outnumber our negro tenants nearly three to two. With their families, the white tenants of the State make a landless, homeless population of 315,000 souls. The white tenants in North Carolina outnumber the negro tenants by 19,009; in the South, by 185,804.

The farms cultivated by tenants in North Carolina are 42.3 per cent of the total; in 1880, they were 33.5 per cent. Virginia, Tennessee, and Florida have less tenancy farming than North Carolina; all the other Southern States have more.

Tenancy in North Carolina ranges from seven-tenths of one per cent in Dare to 74.7 per cent in Scotland County. In thirty counties of the State, more than half the farmers are tenants; in four counties, more than two-thirds are tenants, and in Scotland County, nearly three-fourths.

Forty-seven counties show decreases in farm tenancy during the last census period, mainly in the cereals, hay and forage, live stock counties—notably Buncombe (10.4 per cent) and Macon (11 per cent).

Forty-nine counties increased in tenancy during this period—notably Scotland (19.1 per cent). The increases occurred mainly in the cotton growing counties.

Excessive farm tenancy in the State is confined to the older cotton and tobacco growing regions along the Virginia border, to the eastern and north-eastern counties, and to the newer cotton counties bordering South Carolina.

Excessive farm tenancy means, for the most part, a one-crop, supply-merchant, farm civilization. It retards the diversification of crops and the development of live stock industries. Usually it is marked by a deficiency in home-raised food and feed stuffs, and the slow accumulation of farm wealth. It diverts attention from public health and sanitation. It delays farm organization and coöperative farm enterprise. It imperils schools and churches, law and order.

TABLE III.
FARM TENANTS IN NORTH CAROLINA
1910 Census

Rank	Counties	Per cent	Rank	Counties	Per cent
	The State.....	42.3	34	Swain.....	30.4
1	*Dare.....	.7	35	*Macon.....	30.8
2	*Alleghany.....	15.1	36	Surry.....	30.9
3	*Ashe.....	16.1	37	Sampson.....	33.2
4	*Pender.....	16.5	38	*Yancey.....	33.4
4	Columbus.....	16.5	39	*Washington.....	33.5
6	Brunswick.....	17.5	40	*Clay.....	33.7
7	Watauga.....	17.7	41	Onslow.....	34.1
8	*Bladen.....	18.4	42	Harnett.....	34.8
9	*Mitchell.....	19.0	43	Stanly.....	34.9
10	Randolph.....	20.9	44	*Cherokee.....	35.2
11	*Henderson.....	21.3	45	Currituck.....	36.2
12	*Alexander.....	21.6	46	*Montgomery.....	36.6
13	Carteret.....	22.0	47	*Orange.....	37.0
13	*Davidson.....	22.0	48	Duplin.....	37.1
15	*New Hanover.....	23.1	48	*Chowan.....	37.1
16	*Transylvania.....	23.3	50	Lee.....	37.3
17	Pamlico.....	23.7	51	Craven.....	37.6
18	Caldwell.....	24.1	52	*Rowan.....	37.8
19	*Jackson.....	24.9	53	*Haywood.....	38.4
20	*Wilkes.....	25.1	54	Cumberland.....	39.2
21	*Moore.....	25.5	55	*Chatham.....	39.3
22	Forsyth.....	25.9	56	*Iredell.....	39.5
23	*Buncombe.....	26.9	57	*Lincoln.....	41.5
24	*Graham.....	27.1	58	Polk.....	42.3
25	*Guilford.....	27.3	59	McDowell.....	42.3
25	*Madison.....	27.3	60	*Davis.....	43.0
25	*Yadkin.....	27.3	61	*Martin.....	44.0
28	*Catawba.....	27.4	62	Bertie.....	45.9
29	*Burke.....	28.1	63	Rutherford.....	46.1
30	*Gates.....	28.2	64	Johnston.....	47.4
31	*Alamance.....	28.3	65	*Stokes.....	47.8
32	Beaufort.....	28.4	66	Pasquotank.....	48.1
33	Tyrrell.....	28.9	67	*Perquimans.....	49.2

Rank	Counties	Per cent	Rank	Counties	Per cent
68	Gaston.....	49.8	84	*Vance.....	59.2
69	Cleveland.....	50.6	85	Person.....	59.9
70	Hyde.....	51.8	86	Nash.....	62.1
71	*Camden.....	52.7	87	Wayne.....	62.2
72	Robeson.....	54.2	88	Anson.....	63.6
73	Wake.....	54.3	89	*Halifax.....	64.2
74	Hertford.....	54.4	89	Mecklenburg.....	64.2
75	*Rockingham.....	54.5	91	Franklin.....	64.6
76	*Warren.....	54.8	92	Jones.....	64.9
77	Cabarrus.....	56.0	92	Pitt.....	64.9
78	*Caswell.....	56.2	94	Lenoir.....	65.8
79	*Durham.....	56.5	95	Wilson.....	69.1
80	Union.....	56.8	96	Greene.....	72.0
80	Northampton.....	56.8	97	Edgecombe.....	72.8
82	Richmond.....	57.0	98	Scotland.....	74.7
83	*Granville.....	57.6			

The asterisk (*) indicates a decrease in farm tenancy during the last census period. Each county not so marked shows an increase in tenancy.

PER CAPITA WEALTH OF COUNTRY POPULATIONS IN NORTH CAROLINA

The accumulated wealth of a community is the material basis of well-being and progress. Upon it depends the self-sustaining, self-protecting, self-elevating ability of the community.

Improved public highways, attention to public health and sanitation, home comforts, conveniences and luxuries, well equipped farms with sufficient operating capital are distinctly related to it. It is the source of support for schools and churches, law and order.

What material basis, then, has the country civilization of North Carolina. Is it meagre or abundant? Sufficient or insufficient?

The accumulated farm wealth of the State, in the census year—land, buildings, implements and domestic animals—amounted to \$537,716,210. The country dwellers—outside all incorporated towns of every size—were 1,669,331.

Upon this basis, the per capita wealth of our countryside population in North Carolina in 1910 was \$322.

Calculated in the same way, the per capita wealth of the farm population in the United States in the census year was \$994; in Illinois, \$2,655; in Iowa, \$3,386; in McLean County, Illinois, \$3,685.

And yet North Carolina produced far greater crop wealth per acre in 1913 than Iowa or Illinois or even McLean County, Illinois, one of the banner agricultural counties of the United States—\$24.84 against \$17.01 in Iowa, \$14.87 in Illinois, and \$18.00 in McLean County.

We create greater crop values per acre, while they accumulate greater wealth; mainly because theirs is a many-crop, live-stock, ownership system of farming.

The per capita wealth of country populations in North Carolina ranges from \$45.00 in Dare, to \$560.00 in Alleghany.

Alleghany was at the bottom of the list in 1910 in per-acre crop-producing power; but at the head of the list in per capita wealth—mainly because the Alleghany farmers, as a rule, own the farms they till and till the farms they own; raise food and feed stuffs in abundance, with surpluses to market; and market their surpluses on four legs instead of four wheels.

It is a type of farming that must become general in North Carolina and the South, if our country population achieves permanent prosperity.

The per capita wealth of the country populations of the South in 1910 was as follows:

Rank	State	Amount	Rank	State	Amount
1	Oklahoma.....	\$ 829	8	Georgia.....	\$ 325
2	Texas.....	821	9	Arkansas.....	324
3	Kentucky.....	500	10	North Carolina.....	322
4	South Carolina.....	449	11	Florida.....	321
5	Virginia.....	424	12	Mississippi.....	302
6	Tennessee.....	380	13	Louisiana.....	286
7	West Virginia.....	365	14	Alabama.....	230

The United States.....	\$ 994
Illinois.....	2,655
Iowa.....	3,386
McLean County, Illinois.....	3,685

TABLE IV.

PER CAPITA WEALTH OF COUNTRY POPULATIONS IN NORTH CAROLINA

Based on the 1910 Census

The State, \$322 (whites alone, \$395; negroes alone, \$158). The United States, \$994.

Rank	Counties	Per Capita Wealth	Rank	Counties	Per Capita Wealth
1	Alleghany.....	\$ 560	21	Forsyth.....	\$ 333
2	Scotland.....	466	22	Johnston.....	330
3	Mecklenburg.....	456	23	Sampson.....	329
4	Davidson.....	449	23	Currituck.....	329
5	Buncombe.....	439	25	Hertford.....	322
6	Ashe.....	425	26	Yancey.....	318
7	Greene.....	388	27	Yadkin.....	314
8	Lenoir.....	386	28	Cumberland.....	313
9	Cleveland.....	385	29	Polk.....	305
10	Wayne.....	381	30	Camden.....	303
11	Wilson.....	377	31	Gates.....	302
11	Iredell.....	377	32	Transylvania.....	301
13	Henderson.....	370	33	Hyde.....	300
14	Edgecombe.....	363	33	Union.....	300
14	Watauga.....	363	35	Guilford.....	299
16	Robeson.....	355	36	Alexander.....	294
17	Pasquotank.....	351	37	Rutherford.....	293
18	Catawba.....	349	38	Haywood.....	291
19	Cabarrus.....	348	38	Lincoln.....	291
20	Pitt.....	341	40	Caldwell.....	290

Rank	Counties	Per Capita Wealth	Rank	Counties	Per Capita Wealth
41	Clay.....	288	70	Pender.....	229
42	Chowan.....	287	71	Franklin.....	227
43	Davie.....	286	72	Harnett.....	225
43	Nash.....	286	73	Macon.....	224
45	Craven.....	281	74	Wilkes.....	222
46	Stokes.....	279	75	Perquimans.....	221
47	Gaston.....	275	76	Orange.....	218
48	Duplin.....	274	76	Warren.....	218
49	Rowan.....	273	78	Jackson.....	217
50	Wake.....	272	79	Tyrrell.....	215
51	Beaufort.....	267	80	Columbus.....	213
52	Granville.....	266	81	Bladen.....	211
53	Randolph.....	265	82	Durham.....	210
54	Pamlico.....	263	83	Halifax.....	205
55	Burke.....	260	84	McDowell.....	204
56	Northampton.....	258	85	Onslow.....	197
57	Anson.....	257	86	Lee.....	195
58	Jones.....	251	87	Rockingham.....	191
58	Surry.....	251	88	Washington.....	185
60	Alamance.....	249	89	New Hanover.....	181
60	Vance.....	249	90	Montgomery.....	180
62	Chatham.....	248	91	Richmond.....	176
63	Caswell.....	246	92	Graham.....	175
64	Bertie.....	245	93	Moore.....	166
65	Martin.....	244	94	Cherokee.....	154
66	Person.....	237	95	Brunswick.....	151
67	Madison.....	234	96	Swain.....	149
68	Mitchell.....	231	97	Carteret.....	108
68	Stanly.....	231	98	Dare.....	47

THE PER-ACRE, CROP-PRODUCING POWER OF NORTH CAROLINA

The average per-acre crop yield in the United States in 1913 was \$16.31.

In the census year, forty-one counties of North Carolina produced greater crop wealth per acre! Scotland County, more than twice as much!

The Federal Census Bureau has recently celebrated the eight banner agricultural counties of the United States. It is interesting to compare the per-acre crop yields of these counties with the eight North Carolina counties leading in this particular in the census year:

Rank	Counties	Amount	Rank	Counties	Amount
1	Los Angeles County, Cal.	\$ 35.00	1	Scotland County, N. C.	\$ 42.02
2	Lancaster County, Penn.	28.00	2	Robeson County, N. C.	32.49
3	Aroostook County, Me.	23.00	3	Pamlico County, N. C.	31.12
4	McLean County, Ill.	18.00	4	Dare County, N. C.	30.27
5	Livingston County Ill.	18.00	5	New Hanover Co., N. C.	29.08
6	LaSalle County, Ill.	17.00	6	Wilson County, N. C.	28.70
7	Iroquois County, Ill.	16.00	7	Johnston County, N. C.	27.71
8	Whitman County, Wash.	14.00	8	Beaufort County, N. C.	26.05

On the other hand, compare the per capita wealth of the country populations in these counties. The contrasts are startling:

Rank	Counties	Amount	Rank	Counties	Amount
1	McLean County, Ill.....	\$3,865.00	1	Scotland County, N. C..	\$ 466.00
2	Livingston County, Ill....	3,815.00	2	Robeson County, N. C..	355.00
3	LaSalle County, Ill.....	3,145.00	3	Pamlico County, N. C..	263.00
4	Iroquois County, Ill.....	2,957.00	4	Dare County, N. C.....	45.00
5	Whitman County, Wash....	2,414.00	5	New Hanover Co., N. C.	181.00
6	Los Angeles County, Cal..	2,169.00	6	Wilson County, N. C. .	377.00
7	Aroostook County, Me....	1,191.00	7	Johnston County, N. C.	330.00
8	Lancaster County, Penn..	823.00	8	Beaufort County, N. C..	267.00

Our North Carolina counties produce far greater crop-wealth per acre, year by year; but it is produced under a farm system that does not allow it to stick to the palms that sweat it out.

The farm-wealth produced by cotton and tobacco under a tenancy system disappears out of a community as though by evaporation overnight. Neither producers nor landlords nor supply merchants are able to hold it. It slips through their fingers for the most part in some sixty days, and goes to enrich the ends of the earth!

The county in North Carolina that heads the list, in per capita wealth of country population, is Alleghany; and Alleghany raises little tobacco and no cotton. It is a cereals, hay and forage, live stock county.

North Carolina will always need to grow cotton and tobacco; but while it is growing, our barns and bins, smoke-houses and cribs ought to be filled with home-raised food and feed stuffs. Otherwise the accumulation of community wealth in our country regions is well nigh impossible.

Witness the small average wealth of the country populations in our fourteen leading tobacco growing counties. It ranges from \$191 per person in the poorest to \$388 in the richest of these counties!

Permanent farm prosperity cannot be reckoned in wealth produced; it must be reckoned in wealth retained.

TABLE V.
PER-ACRE CROP YIELDS IN NORTH CAROLINA
Based on the 1910 Census

Rank	Counties	Per Acre Yield	Rank	Counties	Per Acre Yield
1	Scotland.....	\$42.02	10	Columbus.....	\$24.56
2	Robeson.....	32.49	11	Nash.....	24.36
3	Pamlico.....	31.12	12	Greene.....	24.25
4	Dare.....	30.27	13	Pitt.....	24.23
5	New Hanover.....	29.08	14	Cumberland.....	23.97
6	Wilson.....	28.70	15	Wayne.....	22.84
7	Johnston.....	27.71	16	Chowan.....	21.95
8	Beaufort.....	26.05	17	Edgecombe.....	21.78
9	Richmond.....	25.64	18	Anson.....	21.38

Rank	Counties	Per Acre Yield	Rank	Counties	Per Acre Yield
19	Wake.....	21.34	59	Rutherford.....	13.69
20	Harnett.....	21.10	60	Camden.....	13.67
21	Hertford.....	20.05	61	Tyrrell.....	13.33
22	Brunswick.....	19.87	62	Chatham.....	13.16
23	Carteret.....	19.78	63	Surry.....	13.15
24	Martin.....	19.62	64	Orange.....	13.13
25	Warren.....	19.11	65	Caswell.....	12.76
26	Lenoir.....	19.03	66	Catawba.....	12.62
27	Cleveland.....	19.00	67	Granville.....	12.60
28	Mecklenburg.....	18.88	68	Lincoln.....	12.46
29	Halifax.....	18.63	69	Pasquotank.....	12.24
30	Sampson.....	18.38	70	Swain.....	12.17
31	Union.....	18.35	71	Iredell.....	12.15
32	Lee.....	18.21	72	Guilford.....	12.03
33	Hyde.....	18.15	73	Davidson.....	11.97
34	Pender.....	17.93	74	Alamance.....	11.57
35	Bertie.....	17.92	75	Perquimans.....	11.47
36	Gates.....	17.64	76	Burke.....	11.10
37	Duplin.....	17.62	77	Randolph.....	10.96
38	Vance.....	17.57	78	Yadkin.....	10.82
39	Northampton.....	17.02	79	Caldwell.....	10.80
40	Washington.....	16.81	80	McDowell.....	10.69
41	Gaston.....	16.54	81	Transylvania.....	10.48
42	Bladen.....	16.06	82	Jackson.....	10.25
43	Durham.....	15.86	83	Alexander.....	9.79
44	Franklin.....	15.81	84	Clay.....	9.73
45	Currituck.....	15.76	85	Henderson.....	9.24
46	Montgomery.....	15.63	86	Cherokee.....	9.13
47	Stokes.....	15.51	87	Yancey.....	9.04
47	Jones.....	15.51	88	Mitchell.....	8.96
49	Craven.....	15.26	89	Davie.....	8.93
50	Rockingham.....	14.66	90	Graham.....	8.92
51	Moore.....	14.64	91	Haywood.....	8.53
52	Person.....	14.55	92	Wilkes.....	7.91
53	Cabarrus.....	14.39	93	Buncombe.....	7.84
54	Forsyth.....	14.13	94	Macon.....	7.81
55	Rowan.....	14.04	95	Madison.....	7.66
56	Stanly.....	13.94	96	Ashe.....	5.34
57	Onslow.....	13.89	97	Watauga.....	5.25
58	Polk.....	13.81	98	Alleghany.....	4.83

THE FOOD-PRODUCING POWER OF NORTH CAROLINA

Home-raised food and feed stuffs are related to the accumulation of wealth in farm communities.

It is commonly supposed that it is good sense and good business to raise cotton or tobacco, and buy farm supplies meanwhile from aliens and strangers in other states and sections.

The following tables, worked out of the 1910 Census, throw a flood of light on this question:

PER CAPITA WEALTH OF
COUNTRY POPULATIONS

Rank	State	Amount
1	Oklahoma.....	\$ 829.00
2	Texas.....	821.00
3	Kentucky.....	500.00
4	South Carolina.....	449.00
5	Virginia.....	424.00
6	Tennessee.....	380.00
7	West Virginia.....	365.00
8	Georgia.....	325.00
9	Arkansas.....	324.00
10	North Carolina.....	322.00
11	Florida.....	321.00
12	Mississippi.....	302.00
13	Louisiana.....	286.00
14	Alabama.....	230.00

PER CAPITA FOOD-PRODUCING POWER

Rank	State	Amount
1	Oklahoma.....	\$ 100.00
2	Kentucky.....	72.00
3	Tennessee.....	66.00
3	Virginia.....	66.00
5	Texas.....	60.00
6	West Virginia.....	52.00
7	Arkansas.....	51.00
8	North Carolina.....	45.00
8	Florida.....	45.00
10	Louisiana.....	39.00
11	Mississippi.....	37.00
12	Georgia.....	35.00
13	South Carolina.....	34.00
13	Alabama.....	34.00

Oklahoma ranked first in food production in the South and first in per capita farm wealth; Alabama, last in food production, and last in per capita farm wealth.

The food consumed per person in the run of a year in the South Atlantic States costs around \$84. (Bulletin Federal Department of Agriculture).

Oklahoma raised enough food for home consumption, and had twenty million dollars worth to export. Alabama raised only thirty-four dollars worth of food per person and had nearly a hundred and ten million dollars worth to buy.

The average food-production in North Carolina in 1910 was \$45.00 per inhabitant and our rank among the Southern states, in this particular, was 10th.

The food and feed producing power of North Carolina counties in the census year, ranged from \$9.00 per inhabitant in Dare to \$106.00 in Alleghany. The figures cover crops and animal products on the farm.

A STUDY IN CONTRASTS

Based on the 1910 Census

	Alleghany County	Scotland County
Per acre crop yield.....	\$ 4.83	\$ 42.42
Produced by cereals, hay and forage, vegetables, fruits and nuts.....	89.0%	19.0%
Produced by cotton.....		81.0%
Tenancy farming.....	15.1%	74.4%
Per capita food produced.....	\$ 106.00	\$ 42.00
Surplus food for sale.....	170,390.00	
Deficit—food imported.....		\$ 645,246.00
Rank in per acre crop yield.....	Last	First
Per capita wealth.....	\$ 560.00	\$ 466.00
Rank in per capita wealth.....	First	Second

Under the many-crop, live-stock, ownership system in Alleghany county, the farmers handle less money, but accumulate greater wealth per person.

Under the one-crop, farm-tenancy, supply-merchant system in Scotland county, the farmers handle more money, but accumulate less wealth per person.

TABLE VI.

PER CAPITA FOOD AND FEED STUFFS PRODUCED IN NORTH CAROLINA

Based on the 1910 Census

Rank	Counties	Per Capita Food	Rank	Counties	Per Capita Food
1	Alleghany.....	\$106	45	Greene.....	\$ 47
2	Cherokee.....	97	45	Rowan.....	47
2	Clay.....	97	47	Person.....	46
4	Ashe.....	84	47	Jones.....	46
5	Watauga.....	74	47	Swain.....	46
6	Hertford.....	71	50	Halifax.....	45
6	Yancey.....	71	50	Harnett.....	45
8	Davidson.....	69	50	Henderson.....	45
8	Gates.....	69	50	Surry.....	45
10	Currituck.....	66	54	Alamance.....	44
11	Camden.....	64	54	Stanly.....	44
11	Duplin.....	64	54	Wayne.....	44
13	Alexander.....	63	57	Burke.....	43
13	Martin.....	63	57	Brunswick.....	43
13	Randolph.....	63	59	Chowan.....	42
16	Madison.....	62	59	Edgecombe.....	42
16	Sampson.....	62	59	Nash.....	42
18	Macon.....	61	59	Scotland.....	42
18	Tyrrell.....	61	59	Warren.....	42
18	Jackson.....	61	59	Washington.....	42
21	Yadkin.....	60	65	Bladen.....	41
21	Chatham.....	60	65	Iredell.....	41
21	Bertie.....	60	65	Montgomery.....	41
24	Stokes.....	59	65	Robeson.....	41
24	Johnston.....	59	69	Buncombe.....	40
26	Orange.....	57	69	Cabarrus.....	40
27	Onslow.....	56	69	Granville.....	40
28	Transylvania.....	55	69	McDowell.....	40
28	Haywood.....	55	73	Perquimans.....	39
30	Pender.....	54	73	Rutherford.....	39
30	Hyde.....	54	73	Union.....	39
30	Polk.....	54	76	Lee.....	38
33	Mitchell.....	53	77	Rockingham.....	36
34	Catawba.....	52	77	Anson.....	36
34	Columbus.....	52	77	Moore.....	36
34	Davie.....	52	80	Beaufort.....	35
34	Graham.....	52	80	Lenoir.....	35
38	Caswell.....	50	82	Cumberland.....	33
38	Wilkes.....	50	82	Vance.....	33
40	Cleveland.....	49	84	Pitt.....	32
40	Northampton.....	49	85	Wake.....	31
40	Lincoln.....	49	86	Gaston.....	30
43	Caldwell.....	48	87	Forsyth.....	29
43	Pamlico.....	48	88	Wilson.....	28

Rank	Counties	Per Capita Food	Rank	Counties	Per Capita Food
89	Richmond.....	\$ 27	94	Mecklenburg.....	\$ 24
89	Franklin.....	27	95	Carteret.....	22
89	Pasquotank.....	27	96	Durham.....	17
92	Guilford.....	26	97	New Hanover.....	10
93	Craven.....	25	98	Dare.....	9

HOME-RAISED FOOD DEFICITS IN THE SOUTH

Based on the 1910 Census

Rank	State	Amount	Rank	State	Amount
	Oklahoma, surplus.....	\$ 20,513,840	7	Louisiana, deficit.....	\$ 74,537,430
1	Kentucky, deficit.....	27,478,860	8	South Carolina, deficit..	75,770,000
2	Florida, deficit.....	28,299,041	9	Mississippi, deficit.....	84,464,358
3	Virginia, deficit.....	37,109,016	10	North Carolina, deficit..	86,045,271
4	West Virginia, deficit..	39,075,808	11	Alabama, deficit.....	106,904,650
5	Tennessee, deficit.....	39,326,202	12	Georgia, deficit.....	127,846,929
6	Arkansas, deficit.....	51,951,438	13	Texas, deficit.....	155,861,686
		Total food deficit.....	\$934,670,889		

NORTH CAROLINA'S WILLINGNESS TO SACRIFICE FOR PUBLIC EDUCATION

In 1912 The Russell Sage Foundation made a comparative study of the public schools in the forty-eight states of the Union. Ten thousand copies of the bulletins were mailed to governors, legislators, school authorities, newspapers and magazines. The figures and conclusions of this study were based upon the year 1910 as they appeared in the 1911 Report of the Federal Commissioner of Education and in the reports of the 13th census.

North Carolina was exhibited in this bulletin, (1) as having an investment in public school property averaging \$8.00 per child of school age; (2) as spending upon public schools an average of \$4.00 a year per child; (3) as bearing a tax burden, for public school support, amounting to \$2.80 a year for every thousand dollars worth of property, or 7c per day per child in attendance, and (4) as paying our public school teachers an average of only \$250 per year.

From forty-three to forty-six states made a better showing than North Carolina in these various particulars.

But consider now the showing that North Carolina makes in 1912-13. All told, our total available public school fund was \$4,810,117! Here is an increase of \$1,329,600; or 35 per cent in three years.

That is to say, our tax burden for public schools was not \$2.80 a thousand, as reported in the Sage Foundation Bulletin for 1910, but \$8.03 upon every thousand dollars worth of property in the State!

In 1913, our investment in public school property was \$8,149,822.56—an increase of 42 per cent in three years!

We dare to say that North Carolina is levying, all told, a heavier rate against her taxable wealth for public schools than any other State in the Union.

If New York State with her twelve billions of taxable wealth were levying a rate for public education as heavy as North Carolina is bearing, her school fund every year would be not fifty-one million but nearly one hundred million dollars.

As a matter of fact, the state of New York bears a tax burden for public schools amounting to \$4.52 per thousand, while North Carolina is carrying a tax burden for public schools amounting to \$8.03 per thousand. The simple truth is that our accumulated wealth in North Carolina is relatively small. As it appears on our tax books, it is still smaller; so small indeed, that in 58 counties of the State it does not yield school revenue sufficient to offer as much as four months of public school opportunities!

The fundamental problems of the State are (1) to increase the accumulated wealth of our people and (2) to get it equably upon our tax books.

Our investment in taxes for public education in North Carolina ranges all the way from \$4.69 per thousand in Hertford County to \$20.85 in McDowell.

The other day, in Madison, Wisconsin, we found that the total tax rate of a property owner in that city—for State, County and City purposes of every kind—amounted to \$19.00 per thousand; and this in the capital city of Wisconsin, and in Dane, the wealthiest agricultural county in the State.

But McDowell County in North Carolina is paying, for school purposes alone, \$20.85 per thousand! If there is any greater willingness to invest in public education in any County in this, or any other State, we do not know of it.

What wealth the counties have will be found in Table No. 4. What the counties are investing in public education will be found in the Table below. It will be seen that some of our poorer counties are bearing a heavy burden, while some of our wealthiest counties are bearing a comparatively light burden.

This table is worth comparing with Table No. 1, showing the per cent of native white illiteracy in the counties of North Carolina.

Where does your County stand? Has it a creditable rank? Might it have a better rank in any one of these tables?

TABLE VII.

NORTH CAROLINA'S WILLINGNESS TO ESTABLISH AND SUPPORT
PUBLIC SCHOOLS

Based on Report of the State Tax Commission, 1913, and
the total School Fund, Rural and City, for
the year ending June 30, 1913

Rank	Counties	School Tax Per \$1,000 of Property	Rank	Counties	School Tax Per \$1,000 of Property
1	McDowell.....	\$20.85	51	Forsyth.....	\$ 7.67
2	Dare.....	19.66	52	Duplin.....	7.65
3	Sampson.....	13.85	53	Durham.....	7.51
4	Hyde.....	12.98	53	Granville.....	7.51
5	Wilkes.....	12.59	53	Onslow.....	7.51
6	Washington.....	12.06	56	Tyrrell.....	7.47
7	Gates.....	11.97	57	Stanly.....	7.43
8	Pender.....	11.64	58	Bladen.....	7.40
9	Transylvania.....	11.56	59	Gaston.....	7.37
10	Guilford.....	11.45	60	Lee.....	7.33
11	Pamlico.....	11.39	61	Randolph.....	7.32
12	Mitchell.....	11.29	61	Wayne.....	7.32
13	Henderson.....	10.96	63	Robeson.....	7.30
14	Buncombe.....	10.39	64	Perquimans.....	7.25
15	Carteret.....	9.74	65	Lenoir.....	7.22
16	Alexander.....	9.72	66	Caswell.....	7.07
17	Caldwell.....	9.70	67	Halifax.....	6.99
18	Moore.....	9.63	68	Warren.....	6.97
19	Columbus.....	9.59	69	Jones.....	6.92
20	Jackson.....	9.55	70	Edgecombe.....	6.79
21	Cumberland.....	9.45	71	Scotland.....	6.73
22	Martin.....	9.30	72	Clay.....	6.71
23	Alleghany.....	9.25	73	Person.....	6.69
23	Beaufort.....	9.25	74	Cabarrus.....	6.66
25	Currituck.....	9.05	74	Hoke.....	6.66
26	Cherokee.....	9.03	76	Ashe.....	6.64
27	Franklin.....	8.88	77	Lincoln.....	6.52
28	Johnston.....	8.82	78	Craven.....	6.50
29	Camden.....	8.80	79	Cleveland.....	6.36
30	Catawba.....	8.74	80	Bertie.....	6.27
30	Haywood.....	8.74	81	Davie.....	6.15
32	Orange.....	8.72	82	Brunswick.....	6.09
33	Nash.....	8.68	83	Rutherford.....	6.07
34	Alamance.....	8.66	84	Vance.....	6.05
35	Union.....	8.59	85	New Hanover.....	6.03
36	Anson.....	8.56	86	Watauga.....	6.00
37	Wilson.....	8.53	87	Swain.....	5.99
38	Richmond.....	8.46	88	Davidson.....	5.96
38	Yancey.....	8.46	89	Stokes.....	5.91
40	Pasquotank.....	8.43	90	Northampton.....	5.87
41	Mecklenburg.....	8.33	91	Rockingham.....	5.74
42	Pitt.....	8.26	91	Surry.....	5.74
43	Madison.....	8.20	93	Rowan.....	5.68
44	Avery.....	8.03	94	Yadkin.....	5.62
45	Chowan.....	8.02	95	Graham.....	5.52
46	Wake.....	7.87	96	Chatham.....	5.43
47	Iredell.....	7.83	97	Polk.....	5.43
48	Macon.....	7.80	98	Montgomery.....	5.18
49	Harnett.....	7.71	99	Greene.....	4.88
50	Burke.....	7.70	100	Hertford.....	4.69

ROAD MILEAGE IN NORTH CAROLINA

Few things indicate more definitely how wide awake a county is than what it is actually doing toward getting a system of good roads.

This question is not the automobile man's question. It is the man's question back in the mountain cove or out on the farm who needs an outlet and means of communication. It's the question of the parent who has children to send to school and church. It is the city man's question who has to draw upon the country for his daily supplies.

The following table, revised to January 1, 1914, shows that North Carolina has 48,991 miles of public roads of which 6,667 are improved and 42,324 are unimproved.

It shows, incidently, how wide awake, or how fast asleep, your county is on this subject.

For clearness, it should be noted that "turnpike" roads, such as those in Watauga, are not classed as public roads. Consequently the number of miles of such roads is not included in the improved mileage for the various counties.

TABLE VIII.

ROAD MILEAGE IN NORTH CAROLINA

Based on revised figures, January 1, 1914, secured from Miss H. M. Berry, Statistician of the North Carolina Economic and Geological Survey

Rank	Counties	Number Miles Improved Surfaced or Graded Road	Rank	Counties	Number Miles Improved Surfaced or Graded Road
1	Bertie.....	411	29	Robeson.....	75
2	Mecklenburg.....	393	30	Cumberland.....	65
3	Franklin.....	346	30	Duplin.....	65
4	Wake.....	343	32	Harnett.....	55
5	Moore.....	320	33	Rutherford.....	54
6	Richmond.....	268	34	Henderson.....	52
7	Scotland.....	266	35	Montgomery.....	50
8	Wayne.....	235	36	Haywood.....	49
9	Iredell.....	231	37	Lee.....	45
10	Guilford.....	219	37	Lincoln.....	45
11	Johnston.....	215	39	Brunswick.....	43
12	Rowan.....	200	39	Edgecombe.....	43
13	Buncombe.....	157	39	Polk.....	43
14	Durham.....	144	42	Cleveland.....	41
15	Hoke.....	140	43	Jones.....	39
16	Forsyth.....	138	44	Craven.....	38
17	Sampson.....	130	45	Caldwell.....	35
18	Nash.....	129	45	Catawba.....	35
19	Granville.....	124	45	Lenoir.....	35
20	Anson.....	119	45	Rockingham.....	35
21	Gaston.....	116	45	Vance.....	35
22	McDowell.....	106	50	Orange.....	34
23	Halifax.....	95	51	Martin.....	33
23	New Hanover.....	95	52	Surry.....	31
25	Alamance.....	93	53	Davie.....	28
26	Wilson.....	86	54	Cherokee.....	25
27	Cabarrus.....	82	55	Carteret.....	22
28	Pitt.....	77	56	Alleghany.....	20

Rank	Counties	Number Miles Improved Surfaced or Graded Road	Rank	Counties	Number Miles Improved Surfaced or Graded Road
56	Randolph.....	20	69	Beaufort.....	8
58	Avery.....	19	70	Stanly.....	7
59	Northampton.....	18	71	Graham.....	5
60	Madison.....	16	71	Yancey.....	5
61	Currituck.....	15	73	Stokes.....	4
61	Davidson.....	15	73	Swain.....	4
63	Caswell.....	13	73	Wilkes.....	4
64	Transylvania.....	12	76	Bladen.....	3
64	Union.....	12	76	Chowan.....	3
66	Burke.....	11	78	Columbus.....	2
66	Washington.....	11	78	Mitchell.....	2
68	Camden.....	10			

The following counties are not credited with any improved surfaced or graded roads: Alexander, Ashe, Chatham, Clay, Dare, Gates, Greene, Hertford, Hyde, Jackson, Macon, Onslow, Pamlico, Pasquotank, Pender, Perquimans, Person, Tyrrell, Warren, Watauga, Yadkin.

BOYS' CORN CLUB ENROLLMENT FOR 1914 CONTEST

North Carolina counties took a vitally significant step forward agriculturally when the Boys' Corn Club movement was inaugurated. The fact that during the season just ending 4,402 North Carolina boys grappled the problem, at first hand and under skilled leaders, of raising bumper crops on a definite acreage, insures the State something infinitely finer than a corn crop, namely, a crop of sturdy, open minded, expert corn growers. Wake County leads the list with 314 members of this splendid band who have learned the lesson of corn producing from Messrs. T. E. Brown and A. K. Robertson, directors.

In 1913, in spite of the drought and the severe storm on September 3d, 670 boys reported a total yield of 41,816 bushels of corn at a total cost of \$15,464. The average per acre was 62.4 bushels (the average for the State was 20) and the cost of production was 37 cents.

J. Ray Cameron, of Kinston, won first prize with 190.4 bushels on his acre at a cost of 34 cents. Seven boys made over 150 bushels, 14 over 125, and 49 over 100.

TABLE IX.
BOYS' CORN CLUB ENROLLMENT

Rank	Counties	Members	Rank	Counties	Members
1	Wake.....	314	52	Henderson.....	25
2	Wilkes.....	294	53	Nash.....	24
3	Richmond.....	238	54	Alexander.....	23
4	Johnston.....	184	54	Pamlico.....	23
5	Buncombe.....	155	56	Hertford.....	21
6	Mecklenburg.....	148	56	Rockingham.....	21
7	Columbus.....	128	58	Catawba.....	20
8	Robeson.....	117	59	Duplin.....	19
9	Iredell.....	113	60	Jackson.....	17
10	Durham.....	107	60	Stanly.....	17
11	Guilford.....	96	62	Greene.....	16
12	Rowan.....	85	63	Polk.....	15
12	Alamance.....	85	64	Madison.....	14
14	Cabarrus.....	84	65	Lenoir.....	13
15	Randolph.....	82	65	Lincoln.....	13
16	Forsyth.....	81	65	Onslow.....	13
17	Lee.....	74	65	Warren.....	13
18	Wayne.....	72	69	Montgomery.....	12
19	Bladen.....	71	70	Perquimans.....	10
19	Burke.....	71	71	Wilson.....	9
21	Sampson.....	70	72	Caswell.....	8
22	Brunswick.....	63	72	Franklin.....	8
22	McDowell.....	63	72	Pitt.....	8
24	Caldwell.....	61	75	Bertie.....	7
25	Surry.....	59	75	Chowan.....	7
26	Davidson.....	58	75	Currituck.....	7
27	Craven.....	55	75	Haywood.....	7
28	Chatham.....	54	75	Yancey.....	7
29	Cleveland.....	53	80	Clay.....	6
30	Cumberland.....	49	80	Martin.....	6
31	Anson.....	48	82	Davie.....	5
31	Harnett.....	48	82	Gates.....	5
33	Orange.....	46	82	Hyde.....	5
33	Stokes.....	46	85	Carteret.....	4
35	Union.....	45	85	Cherokee.....	4
36	New Hanover.....	41	85	Swain.....	4
36	Pender.....	41	85	Transylvania.....	4
38	Macon.....	39	89	Avery.....	3
39	Moore.....	38	89	Pasquotank.....	3
40	Beaufort.....	36	91	Alleghany.....	2
40	Northampton.....	36	91	Vance.....	2
40	Scotland.....	36	91	Person.....	2
43	Hoke.....	34	94	Camden.....	1
43	Rutherford.....	34	94	Graham.....	1
45	Edgecombe.....	29	94	Jones.....	1
45	Yadkin.....	29	94	Tyrrell.....	1
47	Ashe.....	28	98	Dare.....	--
47	Granville.....	28	98	Watauga.....	--
49	Halifax.....	27	98	Washington.....	--
49	Mitchell.....	27			--
51	Gaston.....	26	Total		4,402

CORN AND COTTON YIELDS UNDER DEMONSTRATION METHODS

In North Carolina, with cotton demonstrations on 513 farms, the average yield last year was 1,185 pounds of seed cotton per acre; and with corn demonstrations on 1,751 farms the average yield was 45.1 bushels per acre. The reports by counties were as follows:

TABLE X.
AVERAGE YIELD PER ACRE

Demonstration Agent and County	Seed Cotton, Pounds	Corn, Bushels
Anderson, Bruce, Forsyth.....	-----	41.4
Arey, J. A., Iredell.....	1,087	39.8
Bailey, Neil A., Guilford.....	909	38.6
Bennett, Geo. R., Halifax.....	1,449	52.1
Bennett, M. A., Montgomery.....	1,536	55.5
Blue, Z. V., Moore.....	-----	41.0
Boone, J. A., Jr., Robeson.....	-----	48.2
Cameron, J. W., Anson.....	1,469	43.5
Carter, Oliver, Martin, Pitt and Edgecombe.....	1,057	32.8
Chamblee, W. H., Jr., Wake.....	1,259	41.2
Covington, J. S., Richmond.....	1,936	41.3
Davis, McD., Sampson.....	-----	46.9
Evans, W. H., Northampton.....	1,398	64.1
Farrington, E. M., Chatham.....	1,486	53.0
Ferguson, S. N., Bladen.....	971	36.9
Fletcher, J. D., Durham.....	1,117	38.3
Foster, H. K., Catawba.....	1,216	55.1
Freeman, R. W., Rowan.....	1,561	42.6
Goforth, G. M., Caldwell.....	-----	64.4
Graeber, R. W., Mecklenburg.....	1,426	54.9
Hendren, A. G., Wilkes.....	-----	50.9
Hendren, J. J., Columbus.....	1,304	48.9
Herring, G. W., (col.), Sampson.....	1,199	41.3
Howell, O. J., Wayne.....	1,059	38.6
Hubbard, G. F., Cumberland.....	1,215	41.0
Johnson, J. W., Surry.....	-----	69.8
Latham, J. F., Beaufort.....	694	33.8
Layton, N. A., Bladen.....	1,238	38.5
Lipe, R. L., Stanly.....	1,245	43.5
McArtan, C., Barnett.....	1,000	43.4
Meredith, J. E., Davidson.....	1,698	77.3
Mitchell, C. S., Gates and Hertford.....	1,365	42.2
Moore, R. B., Burke.....	-----	49.8
Moore, Zeno, Edgecombe.....	1,287	39.1
Morris, J. A., Granville.....	1,139	38.6
Newell, F. B., Warren.....	1,458	57.4
Patterson, Joe A., Halifax.....	1,308	44.6
Powell, N. B., Hertford.....	1,235	39.8
Siler, A. L., Macon.....	-----	48.6
Turlington, J. A., Sampson.....	855	50.6
Turner, E. C., Alamance.....	-----	44.3
Walker, F. S., Rockingham.....	-----	42.2
Weaver, E. D., Buncomb.....	-----	53.4
Williams, J. C., Hyde.....	1,029	48.9
Williams, P. C., Orange.....	-----	45.6
Woods, C. N., Orange.....	-----	36.4

Compare these yields with average corn and cotton yields in your county.

GIRLS' CANNING CLUB ENROLLMENT FOR 1914 CONTEST

In Section VI extracts from Mrs. Jane S. McKimmon's report are given on Canning Clubs. Here follows the personnel of the Canning Club organization in the State and the membership of the clubs and the counties enrolled.

Mrs. Jane S. McKimmon, Department of Agriculture, Raleigh, in charge; Miss Margaret K. Scott, Haw River, Assistant; Miss Ruth Evans, Apex, 1st Field Agent; Miss Nannie Leach, Cary, 2nd Field Agent. There are 31 supervising county agents and 42 assistants. Is your county in the list?

TABLE XI.

GIRLS' CANNING CLUB ENROLLMENT

Counties	Clubs	Enrollment	Counties	Clubs	Enrollment
Wilkes.....	8	163	Granville.....	3	30
Mecklenburg.....	12	123	Craven.....	1	29
Alamance.....	10	122	Randolph.....	2	28
Iredell.....	7	105	New Hanover.....	2	25
Sampson.....	5	91	Catawba.....	2	23
Cleveland.....	5	84	Northampton.....	2	21
Anson.....	5	77	Franklin.....	2	21
Edgecombe.....	6	74	Guilford.....	2	20
Moore.....	5	63	McDowell.....	1	18
Wake.....	4	61	Rowan.....	1	17
Durham.....	4	55	Vance.....	1	16
Madison.....	4	45	Cumberland.....	1	13
Richmond.....	3	45	Chatham.....	1	11
Buncombe.....	3	43	Pender.....	1	5
Warren.....	4	41			
Forsyth.....	3	40	Total.....	113	1,544
Johnston.....	3	35			

SECTION VI

GOOD EXAMPLES FOR YOUR COMMUNITY

The following articles have been compiled with a view to furnishing suggestions and questions relating to the programs in the preceding pages. They are arranged alphabetically according to topics. Credit for the source from which they have been drawn is not always given as they have been taken from many different publications and persons.

The significance of these articles will become immediately apparent upon being read. They show what the leading communities in North Carolina and the nation are doing to upbuild our civilization. Each one when read, should be followed by the searching question, "*Will the adoption of the suggestion herein presented be of value to my community?*"

TWENTY TESTS OF PROGRESS FOR YOUR COUNTY

1. Is every country boy and girl in your county getting six months school term?
2. Have you a county superintendent of education giving his whole time to the work?
3. Have you voted road bonds or a road tax?
4. Have you a county superintendent of health employed for all his time?
5. Does the Farmers' Union or any other farmers' organization thoroughly cover your county?
6. Have you a good county fair?
7. Do you select for your county officials the men who will help the county forward fastest instead of the men who serve the party machine best?
8. Are your churches gaining in strength and influence and the people in temperance and morality?
9. Have you properly supported farmers' institutes, and are there institutes for farm women as well as men?
10. Have you Corn Clubs for the boys and Tomato Clubs for the girls?
11. If you are in the tick-infested territory, are you doing anything to eradicate the ticks and get out of the quarantine?
12. Have you shown sufficient interest in the Farmers' Coöperative Demonstration Work to get its advantages for your farmers?
13. Have you rural free delivery everywhere you might have it?
14. Has every school in your county a good library?
15. Can your boys and girls get the advantages of a good high school near them, without leaving their home communities?
16. Are you coöperating with the State in the fight to exterminate the hookworm disease?
17. Is there a good rural telephone system covering the county?
18. Are you supporting a wide-awake county paper—one that is more interested in the progress of the county than in partisan politics—and are your farmers taking the best farm papers?
19. Have you abandoned the old fee system of paying county officers?

20. Are your citizens and your board of commissioners willing to go down into their jeans and produce the necessary money, economically administered, to secure these profitable forms of progress?—*Progressive Farmer*.

FIFTEEN TESTS OF PROGRESS FOR YOUR TOWN

Do you observe Clean Up Days in the Spring and Fall?

Do you prosecute a Fly Swatting Campaign?

Do you have a Public Library?

Do you have a Public Playground?

Do you celebrate Arbor Day?

Do you have a Public Rest Room?

Do you have an efficient Board of Trade or Chamber of Commerce?

Do you have a Community Betterment Association?

What idea has your community developed which is decidedly worth contributing to other North Carolina towns?

Do you have a Public Health Officer and effective municipal machinery for enforcing public health ordinances?

Do you have an annual Chautauqua or Lyceum Course?

Do you have a Y. M. C. A.? A Y. W. C. A.?

Do you use the school building as a Social Center?

Do you have an organized Charities Association and a Visiting Nurse?

Does your community, through any organization, offer prizes for Community Improvement?

ARBOR DAY.

SUGGESTED ARBOR DAY PROGRAM

SCHOOL SONG.

DEVOTIONAL EXERCISE, by Principal or Minister.

RESPONSIVE SCRIPTURE READING, Psalm 104, v. 1-17.

READING: Governor's Proclamation.

SONG.

READING: "What and Where to Plant around North Carolina Schoolhouses."

ADDRESS: By Principal or invited guest.

Exhibition of Collection of Flowers, Leaves, and Fruit (Prize Competition).

Saluting the Flag—in school grounds.

Planting one or more trees in the grounds.

BETTERMENT ASSOCIATIONS.

HAVE YOU A SCHOOL BETTERMENT ASSOCIATION?

What some such associations *are doing* in North Carolina:

1. Parents meet once a month with teachers to discuss school needs and to plan improvements.

2. Parents or friends come to school at a stated time (last hour Friday) and give informal talks on topics of the day.

3. Parents suggest and insist upon medical and dental inspection. Parents sometimes pay for special treatment for children who can not afford it.

4. Material Improvements. (a) The Woman's Club of Wilmington established a Domestic Science Department in the High School. (b) The Civic Club of Davidson put in drinking fountains and provided a play ground director for recess hours. (c) The Community Club of Chapel Hill supports a musical department in the village school. (d) Many Civic Clubs have founded school libraries and provided good pictures for schools. (e) The Woman's Club of Gastonia spent hundreds of dollars terracing and improving school grounds. The Superintendent of schools of Gastonia granted half holiday in order that the teachers might attend a special meeting of the Woman's Club for discussion of community problems. (f) Women's Clubs furnish speakers and programs for arbor day, civic days, flag days, etc. (g) Parents provide seeds, plants, hedges and trees for school yard planting.—*Mrs. T. W. Lingle, of the North Carolina Federation of Women's Clubs.*

CANNING CLUBS.

WHAT SOME CANNING CLUB GIRLS ARE DOING

The following excerpts from an article by Mrs. Jane S. McKimmon, in charge of Girl's Demonstration Work in North Carolina, in 1913, tell an interesting story and indicate what the girls in your county can do:

In Wake County we have not been able to supply the demand for the 4 H. brand of tomatoes (the brand by which our product is known). Raleigh is a good market and the exhibit at the State Fair gave us a fine advertisement. We exhibited tin goods from only two young ladies at the Fair and sold for one over 600 quart cans and for another over 300 here in Raleigh. One of the Wake workers canned 1,000 No. 3 tomatoes and disposed of 600 to one Raleigh merchant, the rest to local housewives.

I sent out a call in November to all the Wake Club girls asking them to let me know of any surplus they might have on hand as I had many orders to fill but found only one member who had any left. This little girl, with her two sisters, had gone into the work in the spring but the two older girls did not hold out through discouragements of the poor truck year. Those of you who did any gardening will remember the hot winds, insect pests and diseases which seemed to sweep everything before them. This child only eleven years old had the determination to stick to her work and in response to my call, sent in to fill orders, 250 cans which she had produced on her tenth of an acre. Her father came into town to deliver the cans and stopped by my office to tell me how proud his little girl was of banking \$25 that she had earned by her own efforts and of the inspiration of her example to her sisters. They are planning already to work in earnest for next spring. "With three in the family to can" said the father, "I mean to buy a canner that they may have no excuse for not canning tomatoes when they are ripe enough to put up."

Alamance, Iredell, Granville, Warren, Mecklenburg and Wilkes all disposed of their products within their own borders. Some of these counties saving from \$500 to \$1,000 that formerly went out to Maryland or some other canning State.

In looking over my tabulated report of the counties I find in this year of short tomato crops, that 29 girls have produced 206,910 pounds of tomatoes, selling \$1,220.36 worth fresh, canning 33,019 quarts for sale and using \$969.21

worth at home. The average profit per girl was \$16.37, the average cost \$8.45. We had individuals whose profits on the tenth of an acre ran up to \$30, \$60, \$80, and in the case of the Browne girls—\$107, but we believe gardening at the rate of \$163.70 profit per acre is alluring enough to induce a girl to try it.

CHURCH ACTIVITIES.

THE CHURCH AND SOCIAL SERVICE

Here follow seventeen of the recommendations adopted by the Southern Sociological Conference:

1. List the men and women in the churches with reference to the kind of work they are capable of and willing to do. Let special effort be made to secure a large number of men, organized in brotherhoods, if possible, for aggressive work.

2. Unify the charity forces of the city. We would urge the churches to do their miscellaneous charity work largely, if not entirely, through the organized forces of the city. We hope yet to see the Union Mission, the Young Men's Christian Association, the Young Women's Christian Association, and the United Charities working in concert for both relief and upbuilding.

3. Unite as far as possible in establishing hospitals with indoor and outdoor clinics, visiting nurses, etc.

4. Have regular set times when social workers shall report the results of their activities to a great inspirational meeting. Make liberal use of charts exhibiting conditions in their own city.

5. Encourage wider use of church buildings. A "Fine Arts Evening" has been regularly given with great success. So a "Social Service Evening."

6. Conduct open forums as often as possible for discussion of current issues. A frank and free expression of opinion, even on the part of the bad, might tend to clear the atmosphere.

7. We believe it would be worth while for the churches to unite in securing a page in the daily papers and present across the top of the page a message to the community every week, using the rest of the page for the announcements.

8. We would urge the exchange of delegates by ministerial bodies with the labor unions. Let the church help secure needed labor legislation, such as that against child labor, excessive hours for women, unsanitary conditions, etc.

9. Let each denomination establish a Department of Church and Social Service, and each conference, synod, convention, etc., have a committee on that subject, as well as a standing committee in each congregation.

10. Seek, wherever possible, improvement in public utilities and in great commercial enterprises, such as department stores, factories, etc. Plead the cause of the poor against the illiberal landlord, the loan shark, and every other type of oppressor.

11. We should be glad to see each of our cities have a women's boarding home, where, under safe conditions, the working girl who comes to town may be supported at small cost and directed while she learns her new trade. These ought by all means to be under the direction and influence of the churches or the Young Women's Christian Association.

12. Take an active interest in amusements and play; see that the negroes have parks and other means of recreation. Help cultivate a sentiment for

parks before land is too valuable. Preach the gospel of relaxation. Keep an eye on public dance halls, moving pictures, and the theaters. Stand for and share the clean recreative life of the community.

13. Help the juvenile court. Get chapels in jails as fast as possible. Help strike the chains and handcuffs off convicts working in public. A remedial attitude toward the criminal, some method by which his work can be made to help those who are dependent upon him, and a chance for the ex-convict—these are some of the tasks now before us.

14. Let the country churches make wider use of their buildings. Provide circulating libraries. Let them help provide better highways, better schools, better comforts and conveniences for the home, better culture forces in general, and better living conditions on the whole, including amusements, sports, etc.

15. We would, with all possible emphasis, plead for complete agreement among all ministers refusing to marry divorced people where the grounds for the divorce are unscriptural. We deem the integrity of the home indispensable at any cost.

16. Let the mothers of each congregation form a Mothers' Council under whose direction the mothers will all study the Sunday-school lesson with their children. Let them meet during the Sunday-school hour in class, not simply to recite, but to discuss their problems and to study child psychology and eugenics, as far as possible under an expert. Let them secure extension lectures on these subjects.

17. All these are important, but we desire to make our closing words an earnest exhortation to all the churches to let none of them replace emphasis upon vital, personal religion. There are many agencies tending to detract from the sermon and from the evangelizing, teaching, and edifying ministry of the church; but we would utterly deplore any movement to give them any place but the first in christianizing the social order. A great plant can manufacture nothing without motor power, nor can the church bring results that count in God's eyes without the constant inflow of regenerating currents from on high. Life must be held greater than any expression of it, and God is the source of it.

COUNTRY CHURCH.

THE COUNTRY CHURCH

In some great day

The country church

Will find its voice

And it will say:

"I stand in the fields

Where the wide earth yields

Her bounties of fruit and of grain;

Where the furrows turn

Till the plowshares burn

As they come round and round again;

Where the workers pray

With their tools all day

In sunshine and shadow and rain.

"And I bid them tell
Of the crops they sell
And speak of the work they have done;
I speed every man
In his hope and plan
And follow his day with the sun;
And grasses and trees,
The birds and the bees
I know and I feel ev'ry one.

"And out of it all
As the seasons fall
I build my great temple alway;
I point to the skies
But my footstone lies
In commonplace work of the day;
For I preach the worth
Of the native earth—
To love and to work is to pray."
—*Liberty H. Bailey.*

COUNTRY PRESS.

THE COUNTRY PRESS

The local rural press ought to have a powerful influence in furthering community action.

Many small rural newspapers are meeting their local needs, and are to be considered among the agents that make for an improved country life.

In proportion as the support of the country newspaper is provided by political organizations, hack politicians, and patent medicine advertisements, will its power as a public organ remain small and undeveloped.—*Liberty H. Bailey.*

COUNTY COMMENCEMENTS.

COUNTY COMMENCEMENTS

The features of the county commencement may have an illimitable number of variations so that every county may have some distinctive features peculiar to itself. The essential element, however, and the element without which it is really not a "commencement," is the county examination for the candidates for graduation from the seventh grades of the county public schools.

This examination is made out by the county superintendent, or by a committee appointed by him, to cover in general the work of the prescribed course of study for the seventh grade. Those students of the seventh grades who successfully pass it are given a county certificate, admitting them without further recommendation into the county high schools. This certificate furnishes a goal toward which the child in elementary school will strive and is a great inspiration to better and more continuous work on his part.

At the same time it has a vigorous standardizing effect on the teachers of the county. If a teacher's work has been lax, her pupils will largely fail or make a very low showing on this examination, and thus it tends to pull her work up to a standard. At the same time it assures a better knowledge of the course of study and of the individual subjects in that course, and it has a great value in suggesting to her the kinds of questions she should ask the pupils and in showing the relative importance of the different phases of a subject.

THE PARADE.

The parade is the striking feature of the commencement, but whereas the examination exerts its influence on the schools themselves, standardizing teachers and inspiring pupils, the parade has its greatest effect upon public sentiment. It jars the business men of the community out of their lethargy and awakens them to a conception of the vast, pressing, and everlasting need of public education.

An average of between two and four thousand children assemble and march in these parades, school by school, township by township, bands playing, banners flying, and the light of a great inspiration shining on their bright young faces. Such a procession is a spectacle fit for the gods and no one who has ever seen it will be able to forget it. Men all over the State, after seeing such parades, have declared that they "didn't know there were so many kids in the world" and have wondered if they ought not to have twice as much tax money as they are getting for their education.

OTHER FEATURES.

Other events of the commencement day, and all of them of great influence upon both pupils and public, are the exhibits, the declamations and recitations, the debates, the athletic events, and any number of other kinds of contests. The essential benefit of all these features lies in the spirit of rivalry and school loyalty on the part of the children and increased capacity in these lines of athletic and literary endeavor.

The exhibits are arranged according to schools, are placed in some convenient public hall for the continuous inspection of the public, and prizes are awarded to the best exhibits, both school and individual. The prize winners are then sent to represent the county at the State Fair in Raleigh. Woodwork, arts and crafts, and domestic science in the schools are greatly encouraged by these exhibits.

Prizes are also given for the winners in the athletic and the literary contests. These contests are usually between township representatives selected by preliminary contest, thus extending the influence of the county commencement back into the townships and the individual districts and spreading the interest in the event over a large part of the year in which the pupils are zealously preparing for places in the great county events.—*S. S. Alderman, in the Educational Edition of the News and Observer, 1914.*

COUNTY FAIRS.

\$100 AND A FEW RIBBONS MADE A SUCCESSFUL LOCAL FAIR

Mr. John W. Robinson, of the Catawba County Fairs, gives the following interesting story of their 1913 fair:

Just a month previous to our county fair we learned that Hickory would do nothing toward a fair this year.

But the farmers have become so interested in our free agricultural fair that they decided nevertheless to have a one-day fair.

We selected our rural town, Star Town, three miles from Newton, as the location. There we have a nice, large high school building, a beautiful oak grove and plenty of wood and pasture land at our disposal.

With only \$100 we decided to try holding a fair with nicely printed blue and red ribbons as the only prizes except a few specials. The best Farm Women's Club display was given \$3. Best judging by boys under 17 years of age, \$3. Best judging by girls under 17 years of age, \$3. And best rural school attendance at the fair, \$7.50; second, \$5; third \$2.50. Best baby boy, \$5; best baby girl, \$5; according to the rules of the "Better Babies" score card.

This fair was held October 30, and was a success beyond our dreams. Never has there been seen in Catawba County, in the rural districts, such a large crowd, and so much self-confidence and enthusiasm among the farmers. All seemed to wear this expression, "We're going to have a successful agricultural fair in Catawba if we don't have the money."

There was more livestock shown than at any previous fair in the county. About 50 fine show horses and mules; about the same number of cattle, all pure-bred, mostly Jerseys, and the blue ribbon cows from the State Fair; 25 hogs, etc. Poultry, field and garden crops of excellent quality but only a few exhibits.

The fancy work and the pantry displays were equal to any fair and there were quite a lot of old relics. The Club Work Department was especially fine, so many mottoes, and information as to what they stand for tacked up everywhere.

The "Better Babies" show was the center of interest for the ladies. There was not time to examine half of those entered.

The foregoing is certainly a most interesting report and should inspire readers in other counties who think they can't hold a fair. A few determined men in any county can inspire a fair next year. It doesn't take much cash: a small admission fee will provide for the really necessary prize money. It is winning, even if only a blue ribbon, which pleases.

The following counties held fairs in 1913: Alamance, Anson, Avery, Beaufort, Buncombe, Catawba, Craven, Cumberland, Durham, Edgecombe, Forsyth, Granville, Haywood, Henderson, Jackson, Johnston, McDowell, Mecklenburg, Moore, Rowan, Stanly, Union, Watauga, Wilkes. The following additional counties held fairs in 1912, Burke, Davidson, Pasquotank, Pitt, Randolph, and the Toe Fair at Spruce Pine, for Avery, Mitchell, and Yancey, will be held in 1914.

COUNTY PUBLIC SERVICE.

LET THE COUNTY RECOGNIZE AND HONOR PUBLIC SERVICE

We must begin to give greater public recognition to the things that make for human betterment and community progress instead of "making a great miration," as Uncle Remus would say, over the unfruitful activities of politicians and society leaders. It is better worth while to make the best corn

yield in your county than it is to be elected sheriff; it is a greater honor to lead in a movement for improving the roads of your county than it is to be the county chairman; it is better to make the schools of your county really efficient than it is to have LL.D. put after your name.

In line with what we have been saying let us make this suggestion for your next county fair: that you have certificates awarded—either through a committee of twenty or fifty citizens or by any other means that may be satisfactory—somewhat as follows:

1. To the man who has done most for the improvement of the roads of the county during the preceding twelve months.
 2. To the person who has done most for the improvement of the schools during the preceding twelve months.
 3. To the man who has done most to improve farming methods.
 4. To the man who has done most for improving the public affairs of the county.
 5. To the person who has done most to improve health conditions.
 6. To the man who has done most for the industrial development of the county.
 7. To the person who has done most in improving the moral conditions of the county.
 8. To the person who has done most for the benefit of the country women; for the person who has done most to promote rural coöperation in the county.
- Progressive Farmer*.

DEBATING SOCIETIES.

HELP YOUR BOYS ORGANIZE A DEBATING SOCIETY

North Carolina boys have a genius for debating. That talent is being cultivated in various ways in every section of the State. One tremendous stimulus has been the High School Debating Union of the University in which 150 schools were enrolled in 1913-14.

If your community has not organized a society, write the Debating Union at Chapel Hill for its bulletin on Public Discussion and Debate. It gives complete plans and details. This is the way a society was organized at Cameron. The story is by "W. H. J." in the *Progressive Farmer*:

"Last January all the boys were invited to meet at the schoolhouse on a certain night for the purpose of organizing a debating society. Now this seemed a treat to the boys to know that the men were interested enough in us to ask us to meet them to organize a society of our own.

"A man who had been a member of a debating society when he was a boy made a short speech and some of the things he talked about were that we boys would be men some day and in order to fit ourselves for the varied duties of life we should cultivate a correct mode of speaking and qualify ourselves by practice to express our thoughts in public in a clear manner. He also said he knew of a little school house down in Union County where such a society was organized when he was growing up and that community had sent more men out in the world who are filling high positions today than any other part of the State he knew of.

"So, after hearing his words of encouragement we decided this must be a good thing and the result was we all joined. We named our society the 'Jeffersonian Literary Society.'

"Our society has been a success from the first, for every member seemed to take a great interest in it. We began debating on easy subjects, and have had several public debates and each time the committeemen declare they never saw so much improvement in boys in their life.

"We charged a small fee to join and this was put in the treasury to bear expenses such as lamps, oil, etc.

"We have a debate every other Friday night, and a public debate occasionally.

"I certainly think this is a grand thing and it is doing a vast amount of good, besides the pleasure we derive from it."

EXTENSION LECTURES AND CHAUTAUQUAS.

PLAN FOR A CHAUTAUQUA THIS YEAR

Two methods of instruction newly employed in the State, or employed upon a new, organized basis, have been those by extension and Chautauqua lecturers. From the instantaneous success of the Chautauquas in Greensboro, Tarboro, and a half dozen other North Carolina cities, the growth and permanency of this movement is assured. A number of cities have already completed arrangements for next year and others are working out plans.

On a less extensive scale lecturers have been sent from the University, upon invitation, to present topics of the day to clubs, schools, and public audiences. In a number of places a series of three or more lectures were given and a total of 132 were delivered during the year. Other institutions than the University also offered lectures. Has your community taken advantage of these means of popular education?

FARM DEMONSTRATION AGENTS.

HAS YOUR COUNTY FARM DEMONSTRATION WORK?

On September 1, 1914, the following counties, under the general direction of Mr. C. R. Hudson, of Raleigh, N. C., provided for special farm demonstration agents for a part or the whole of their time:

Alamance, Anson, Beaufort, Bladen, Buncombe, Cabarrus, Caswell, Caldwell, Catawba, Chatham, Cleveland, Columbus, Craven, Cumberland, Davidson, Durham, Edgecombe, Forsyth, Franklin, Gates, Gaston, Granville, Greene, Guilford, Halifax, Henderson, Hertford, Iredell, Lee, Lenoir, Macon, Martin, Mecklenburg, Mitchell, Montgomery, Moore, New Hanover, Orange, Pender, Randolph, Richmond, Robeson, Rockingham, Rowan, Sampson, Scotland, Stanly, Surry, Stokes, Union, Vance, Wake, Warren, Wilkes, Wilson, Yadkin, Yancey.

FARM-LIFE SCHOOLS.

THE FARM-LIFE SCHOOL

The farm-life school, in this State, is a first-class rural high school, in which the regular prescribed high school course of study is followed, with the addition of faculty and equipment necessary for giving efficient and practical instruction in farming and general farm management to the boys and

courses in sewing, cooking, domestic science, and country home-making to the girls. The essentials of a cultural high school course are taught, but with them are blended practical courses of life utility.

The school has a male principal, and he, or another specially trained man, is the head of the farm-life department of the school and gives instruction to the boys in practical scientific farming. A well trained woman is the head of the farm-life instruction for the girls. In connection with the school is a school farm, of not less than ten, usually twenty-five or more, acres. This farm is the laboratory and the boys work on it to study agriculture as a chemist studies chemistry with his test tubes and phials.

But the farm-life school is much more than an institution for the instruction of youth, though this is its prime intention. It is the clearing house for agricultural ideas for the community. The school farm becomes the demonstration farm for the entire community and county. The faculty expert does extensive demonstration work among the adult farmers, conducts farmers' institutes, and is in every way the inspiration and agent of better farming in the county. The influence of the school spreads as a leaven of uplift through the entire county and the results which it achieves are incalculable.—*S. S. Alderman, of the State Department of Education, in the Educational Edition of the News and Observer, 1914.*

HISTORICAL PAGEANTS.

SUGGESTED PAGEANTS FOR COMMUNITY SERVICE WEEK

What episode in the history of your city, town, or county is susceptible of presentation by means of tableau, pageant, or drama? This is a question which Mrs. Eugene Reilley, of Charlotte, delegate to the St. Louis Pageant and Masque last spring, and Dr. Archibald Henderson, president of the State Literary and Historical Association, are asking with the hope that many episodes of State history will be presented in the form of a pageant during Community Service Week.

The University Summer School for three years has given practical demonstration of how this may be done effectively. In 1912, Esther Wake, a play based on the story of the Regulators, was splendidly given. In 1913, the students from the various colleges of the State gave pictures or scenes typical of their special campus life. Guilford College won first prize for the representation of an old-fashioned Quaker wedding. This year Davenport College won prominence by reproducing an incident in Caldwell County history in which Daniel Boone appeared as hero. Oxford College students acted the part of a Ku Klux Klan. Salem girls reënacted the visit of General Washington to Salem in 1791, while the State Normal girls appeared in a beautiful series of Civil War scenes.

One big consideration here is that these scenes can be worked out quickly. Practice at the University consumed only a few minutes daily for ten days. The school children, the college girls, and the women's clubs can add greatly to the effectiveness of Community Service Week if they will carry out this idea.

Dr. Henderson suggests the following themes for presentation: For Wilmington, The Revolt Against the Stamp Act; for Edenton, The Ladies' Tea Party; for Greensboro, the Battle of Guilford Courthouse; for Winston-Salem,

the Founding of the Academy; for Salisbury, Episodes from the Careers of Daniel Boone and the Pioneers; for Charlotte, the Mecklenburg Declaration of Independence, etc.; for other communities, local episodes.

INSURANCE.

FARMERS' MUTUAL INSURANCE

According to the last annual report of the Farmers' Mutual Insurance Association of Catawba and Burke counties, organized in 1901, the amount of insurance in force was \$1,786,890. Of this amount \$1,217,870 was carried by Catawba farmers, and \$569,020 by Burke farmers. New insurance to the amount of \$261,930 was written last year. The assessments have been only 15 cents on the \$100 annually since the year 1905. A farmer can carry insurance in this Mutual Association for \$1.50 per thousand. The assessments for the last year amounted to \$2,496.07. The association carries in the treasury about twelve hundred dollars so that losses can be met promptly. There was paid out for the year ending July 1 for losses, \$1,934.35. The expenses for doing business for the year included taxes, salaries, postage, etc., amounted to about \$800. There are at present 2,268 members of this association, a gain of 268 within the last twelve months. All losses have been adjusted satisfactorily and the association is in a healthy condition and growing. The last assessment just sent out for this year amounts to only 15 cents on the hundred dollars.

This is practically the cheapest insurance a farmer can get, and it provides the features of safeness with that of low cost.

Are the farmers in your county enjoying fire protection at this low rate? Why not?

MOONLIGHT SCHOOLS.

"MOONLIGHT" SCHOOLS IN KENTUCKY

The object of the "Moonlight" schools of Kentucky is the reduction of adult illiteracy. The story of the attempt begun in September, 1911, by Mrs. Cora Wilson Stewart, Superintendent of Schools in Rowan County, Ky., and her associates, follows.

Having studied carefully the conditions of the county, Mrs. Stewart decided to open night schools for adults on moonlight nights in the public schoolhouses of the county. She outlined her plan to the teachers and called for volunteers. All the teachers of the county responded. On Labor Day, September 4, 1911, these teachers visited the homes of the people throughout the county, explained the plan, and announced that moonlight schools would be opened the next evening. It was expected that the response would be slow, but more than 1,200 men and women from 18 to 86 years old were enrolled the first evening. They came trooping over the hills and out of the hollows, some to add to the meagre education received in the inadequate schools of their childhood, some to receive their first lessons in reading and writing. Among these were not only illiterate farmers and their illiterate wives, sons, and daughters, but also illiterate merchants or "storekeepers," illiterate ministers, and illiterate lumbermen. Mothers, bent with age, came that they might learn to read letters from absent sons and daughters, and

that they might learn for the first time to write to them. Almost one-third of the population of the county was enrolled.

In September, 1912, a "moonlight school" teachers' institute was held in Morehead, Ky., and the superintendent and teachers who had conducted the first moonlight schools instructed others who wished to do work of this kind in Rowan and adjoining counties, and in the fall of 1912 the movement spread to eight or ten other counties, while the enrollment of adults in Rowan county reached nearly 1,600.

The success of the men and women proves that it is not so difficult for illiterate grown-ups to learn to read and write as is generally supposed. They learn in a very short time, if given the opportunity. Reading, writing, and arithmetic are simple subjects when mature minds are concentrated upon them. One man, aged 30, after four lessons in the evening school, wrote the county superintendent a legible letter. Another man, aged 50, wrote a legible letter after seven nights' attendance. A woman, aged 70, wrote a legible letter after eight nights of study. These cases are, of course, exceptional; but experience has shown that a few weeks' attendance at the night schools has been sufficient to enable the adult pupils to pass over the dark line of illiteracy and to get into the class of literates. Several succeeded in securing a Bible, which had been offered as a prize by the superintendent to those who would learn to write a letter during the first two weeks of the moonlight school term.

One of the significant facts brought out in this experiment is that adults of limited education have taken advantage of the opportunity to return to school and to increase their knowledge. Of the 1,600 adult pupils attending night school during the second term, 300 were unable to read and write at all, 300 were from those who had learned in September, 1911, and 1,000 were men and women of meagre education.

The change in the attitude of the community toward the school, where the night school has been undertaken, is in itself significant. A school trustee thus describes the change in his community:

"I have lived in this district for 55 years and I never saw any such interest as we have here now. The school used to just drag along, and nobody seemed interested. We never had a gathering at the school, and nobody thought of visiting the school. We had not had night school but three weeks until we got together right. We papered the house, put in new windows, purchased a new stovepipe, made new steps, and bought the winter's fuel.

"Now we have a live Sunday school, a singing school, prayer meeting once each week, and preaching twice a month. People of all denominations in the district meet and worship together in perfect unity and harmony, aged people come regularly, and even people from the adjoining county are beginning to come."

NEIGHBORHOOD MEETINGS.

HAVE A "HARVEST HOME DAY" IN YOUR NEIGHBORHOOD

When we found out through our County Commissioner of Agriculture that the State did not intend to give us an institute this summer, he suggested that we hold one of our own by self help. So the Farmers' Union and the United Farm Women of the district with the help of the commissioner went to work and arranged a "Harvest Home Day" at our schoolhouse. We decided,

first, that the talks should be only ten minutes each, and then arranged a program which was carried out as follows:

1. The introduction was by Mr. Lutz, chairman of our school committee. He showed how much we had improved our farm and livestock, but had neglected the most important crop—the children.

2. "The Christian Spirit in the Country," Rev. W. W. Rowe. He warned us of putting on the Christian Spirit on Sunday then dropping it off the remainder of the week.

3. "The Rural Church," Rev. B. L. Stroup. He said in his church the strongest congregations were found in the country, but to make it better, the pastor should live in the rural district and help in its progress.

4. "The Rural Sunday School," W. J. Shuford. He showed us the importance of training the Sunday School children in making better citizens.

5. "Why a Boy Should Attend the Agricultural College," Oscar Seitz. He is a farm boy just back from the A. and M. College, where he worked his own way through, and gave the boys some sound advice.

6. "The Farm Boy in Town and the Town Boy on the Farm," Paul Yoder. He is a town boy in the sophomore class at college and working during his vacation on the farm. He showed the disadvantages of a country boy going to town and the advantages of a town boy in the country physically, morally and financially.

7. "The Duty of the Farmer to his Children as to School and Colleges." The speaker was absent.

Then followed picnic dinner, after which came the following evening program.

1. "The Duty of the Teacher in the Rural Schools," Superintendent Geo. E. Long. He told us her duty was not only to teach books but she should be broad-minded in other respects, and if we had an eight-month school and paid the teachers more money, our teachers would prepare themselves better and there would be more engaged in teaching.

2. "The Health of the Children in the Home School," Dr. Blackburn. He said the baby always had a bath when it was born but often it was neglected afterward, and gave us other splendid suggestions about hygiene.

3. "The Preparation of the School Lunch," Mrs. Bost. A very instructive paper on this subject.

4. "The Proper Clothing for School Children," Mrs. Yates Killian. She showed the importance of neat, suitable clothing instead of fine fussy school clothes.

5. "The School Room and its Arrangement," Miss Setzer. She gave some good directions how the floors should be kept, position of desks, fresh air, pictures, etc.

6. "The Woman's Club in the Country," Mrs. John Robinson. She showed how the women could be a great help in community betterment, not as some of our sisters by smashing windows, bearing all sorts of self-inflicted punishments, but in a quiet and ladylike manner.

7. "How the Mother Can Work with the Teacher in the Rural Schools," Mrs. Gordon Wilfong. She said no one knew what to do, but that we must all study the child problem together. Each must work out her own problems.

8. "The Community Spirit," H. K. Foster, County Commissioner of Agriculture. He told us it was the duty of each one to see that our laws were carried out in full; that was the foundation, and by enforcing them we could

find out the good and bad laws, whether they suited or not. He pleaded for a Christian community spirit.

9. "A Rural Survey in the Killian's School District," John W. Robinson. He presented the survey that the Farmers' Union had taken for the betterment of the community.

The day was greatly enjoyed by about 500 people. The place was ideal for a picnic dinner, one of the best churches and one of the best schoolhouses in the county stand facing each other with the public road between and surrounded by beautiful groves. The surrounding country is a typical dairying section and the people supposed to be very progressive, but I believe only an average community if all district censuses were compared.—*Mrs. John W. Robinson.*

PARKS.

CHILDREN'S PARK DONATED

Gastonia's new park was formerly dedicated to the pleasure and happiness of the thousands of children of the city yesterday afternoon with appropriate exercises. Hon. Stonewall Durham in behalf of Mr. R. B. Babington, the donor of the park, presented the new play-ground to the children and citizens of the city as a gift of one of Gastonia's most public-spirited citizens.

The new park contains about two acres of splendid native woodland, a growth of hickory trees and other varieties that make the place picturesque and inviting as a place of rest and recreation.—*Gastonia Highlander.*

During the past year Wilmington has also received a park from Mr. and Mrs. Hugh MacRae. The tract is 153 acres in area, is 591 feet on the car line, and extends back through a beautiful pine forest about two-thirds of a mile to a pretty little lake.

PLAY AND GAMES.

PLAY AND RECREATION

The following suggestions on play and recreation for "North Carolina Day" in every public school have been made by Richard T. Wyche, a former North Carolinian, now President of the Story Tellers' League of America.

Since a part of the programs for community service week is given to recreation, what means shall we use that we may get the best results?

I propose that we utilize the deep race instincts for games, songs, and story-telling. All races have their folk-games, folk-songs, and folk-stories, a conserving and refining influence that has come down to us from the childhood of the world.

What games shall we play? I would say the old games, rhythmic games, group games, singing games, handed down by our ancestors. These are games that all can play together, fathers, mothers, brothers, sisters and neighbors; in homes, school, or play-grounds. Base-ball, basket ball, etc., are good, but only a few can play while the balance look on.

Most people who come to a picnic or social gathering play some kind of games, but they do not always play to the best advantage. While the widest range for free play should be allowed, several practical leaders, who know well a dozen or more good games, should take hold of the crowd, put the little children in several groups, the middle sized in others, and grown people

in still another group. They soon could have five hundred people playing to the best advantage and the place resounding with sounds of mirth.

Below I give a few of the old singing games that belong to a large group that cannot be surpassed in their possibilities for musical, rythmical, and dramatic expression, blended with pathos and humor. I have tried them out in many places and they are popular with young and old.

1. Looby Loo. All stand in circle and sing, "I put my right hand in, I put my right hand out, I give my right hand a shake, shake, shake, and turn myself about." Then left hand, two hands, right foot, left foot, etc., all singing and moving together.

2. Jolly Miller. One in the center, others in couples, march round singing, "Jolly is the Miller that lives by the mill, the wheel goes round with a right good will, etc." When right steps forward and left back, one in center seizes partner. The one left over gets in the center and the game continues as at beginning.

3. Farmer's in the Dell.

4. We are marching round the village, go in and out the window, go forth and choose your lover, etc.

5. Oats, peas, beans and barley grow.

6. Pig in the parlor. "My mother and father are Irish, and I am Irish, too. They put the pig in the parlor for he is Irish too. Right hand to your partner, left hand to your neighbor, etc." Tune of "We'll not go home till morning."

Other group games but not sung are:

1. Cat and Mouse. 2. Fox and Geese. 3. Drop the handkerchief. 4. Prisoners' Base. 5. Relay races. 6. Tug of war (boys). 7. Helping. Take an even number, say ten, let one be "It," the catcher. That leaves nine, who join hands in twos. "It" can catch the odd one, but the group pairs and repairs so fast that the odd one is never in the same place. When an odd one is caught he becomes "It." Space for running is required. The game appeals to grown people and children over twelve.

After people have played games and by deep breathing renewed their blood with oxygen, increased the circulation, eliminated poison, laughed together, become free, social and democratic, they are ready to sing together. Their voices are strong and resonant.

Let them sit down and sing such songs as "Suwanee River," "Juanita," "Old Black Joe," "Dixie," "Old Kentucky Home," "Annie Laurie," Glee Club songs and negro melodies such as "Swing, Low, Sweet Chariot."

Story telling would probably be the most spontaneous and social way of spending the remainder of the time. It might begin with the telling of short anecdotes by a number and followed by folk stories, such as Uncle Remus, History and hero stories, Indian stories, fairy stories, stories of love and romance. The story telling should be sincere, natural, creative, and no ambitious or cranky person should be permitted to monopolize the whole time. Parents, teachers, and frequently children can contribute to the delight of the story hour.

The fundamental principle for games, songs and story telling is that expression is life, suppression is death. Every child, man and woman must have some way of expressing his life and contributing to the joy of the occasion. We grow by giving. That being the case, every school, home and church should have its playground, song and story hour. Every school

should have a playground of from two to ten acres according to its size. Teachers should play and lead the children in group games. It would greatly build up their health and unite teacher and pupil in good fellowship. No teacher should be permitted to teach who could not and would not play.

PLAYGROUNDS.

A PLAYGROUND FOR RALEIGH

Raleigh has led the way in North Carolina in providing adequate playground facilities for its children. The following extracts from a letter from one actually engaged in the work indicate the progress made in this very important matter:

Some months ago several prominent citizens of the city became interested in providing public forms of recreation. The movement was agitated and a field agent of The National Playground and Recreation Association was secured for the purpose of visiting Raleigh and determining the need and the manner of securing necessary funds to carry out a definite system of playgrounds.

For five weeks the field secretary was busily engaged in making a survey of the city. He also organized the young people and circulated a petition which was submitted to the City Commissioners. The Commissioners heartily endorsed the movement and willingly provided, or appropriated, \$2,500.00 as a fund to be used in the furtherance of the work.

Realizing the necessity of organization in this movement the City Commissioners appointed a Playground Commission, which is composed of the President of the Chamber of Commerce, President of the Merchants' Association, President of the Woman's Club, Police Justice, and a member of the School Board, to be elected by the School Board. This Playground Commission has direct supervision of the work.

At their first meeting, the Commission gave the City Supervisor \$500.00 for the erection of the first playground. The School Board readily granted the use of the school grounds as sites. Apparatus has been ordered and we expect to open the first outdoor center in about two weeks. Aside from this, we expect as the cold days come on to open indoors at convenient places.

Raleigh is proud of the fact that she is one of the few cities in the South to make provision for year round recreation. The Commission has engaged the services of a man trained in this work and hopes to do great things in the way of promoting social and industrial efficiency as well as providing for more wholesome fun for the community as a whole.

Spalding apparatus for the first Playground will be as follows:

A set of six swings.

One set of baby hammocks.

One horizontal bar.

One all-steel slide, twenty-four feet long.

One set of traveling rings.

One steel giant stride.

There will also be a jumping pit, see saws, basket ball and tennis courts. All the apparatus will be erected on steel frame work, which is to be set in

concrete. Basket ball grounds are being erected on all the Grammar School grounds. An inter-school winter league will be organized and various contests will be scheduled.

PUBLIC HEALTH.

COMMUNITY HEALTH SUGGESTIONS FOR FRIDAY, DECEMBER 4

1. See that the school is properly ventilated with window ventilators and the room heated with a jacketed stove as described in the bulletin prepared by the State Department of Public Instruction and furnished upon request to any interested person. Also get rid of the common drinking cup and roller towel, substituting for these conveyors of infection the suggestions of the above publication.

2. See that the school well is properly constructed and that the school is provided with sanitary privies as described in the bulletin issued on School Buildings and Grounds, prepared by the State Department of Education.

3. Appoint a committee to arrange, with the advice and assistance of the State Board of Health, for a community meeting early next spring to consider measures for the relief or eradication of the fly nuisance.

4. Inquire into the teaching of subjects of sanitation and hygiene in the school, and unless these subjects are emphasized, insist that the principal of the school give them the important place in the classes that they deserve.

5. Appoint a committee to consider the problem of a community physician. Write the State Board of Health for particulars.

6. As a means to all of the above, and as the first essential and remedy necessary for the application of all other remedies, work to secure a whole-time county health officer in your county, which is the best step in the direction of efficient county health administration, and from which all communities of the county will profit and by which the above sanitary suggestions for your own community may be more surely and easily carried out. See plan discussed in Bulletin No. 27, of the State Board of Health. If you are interested in this matter, write for this bulletin at once and for any further information that may be desired.

A MORE EFFICIENT TYPE OF RURAL ELEMENTARY SCHOOL

I.

PURPOSES.

1. To give country children a broader and more intelligent acquaintance with country life.

2. To give them a more genuine appreciation of and satisfaction with country life.

3. To give them more adequate training and preparation for a more remunerative, more effective, and a more satisfying life in the country.

4. To develop a rural community life that is industrially more effective, and that is socially, morally, and intellectually more efficient.

II.

METHOD.

1. To increase the territory of the one-teacher school district from approximately nine square miles to twenty or twenty-five square miles.

2. To provide a school site of not less than six or eight acres, thereby furnishing ample space for playground and demonstration farm work.

3. A three-room school building with ample auditorium—building comfortable, attractive, equipped with comfortable seats, modern blackboards, maps, globes, and well selected library for pupils and teacher.

4. Three competent and well trained teachers with male principal.

5. The community furnishes permanent home for principal and with him his two assistant teachers.

6. Principal gives two years of High School instruction, supervises and directs the work of his two assistants through the observation of their work, private conferences, well planned and regularly conducted teachers' meetings.

7. Principal organizes boys in the school above fifth grade into a Boys' Farm Life Club. By means of text-books on agriculture, agricultural bulletins and the school demonstration farm, the boys are given practical instruction in better farming, better business, and better living upon the farm. For the particular crop grown upon the school farm, a specially prepared course of study is provided furnishing a continuous series of lessons and activities throughout the year.

8. After the school closes, the Farm Life Club meets at their school farm once or twice each week at the call of the principal or county farm demonstrator to study the particular needs of the crop at that time and to do the cultivation necessary.

9. The first assistant to the principal organizes the girls in the school above the fifth grade into a Home-Life Club, giving them practical instruction on their school demonstration plot in making the home garden, preserving the products for home use and for marketing. They are also given practical instruction in raising better poultry, in sewing, cooking, home sanitation, and hygiene. For their work in growing tomatoes, a specially prepared course of study is provided furnishing a series of continuous lessons and activities during the year.

10. The second assistant to the principal organizes the boys and girls in the school above fifteen years of age and the young men and young women of the community into a singing club. She directs and supervises their work and aids them in preparing musical entertainments to be given at the school several times during the school term. This teacher also organizes the young women and the mothers of the community into a Betterment Association for making more attractive the school building and school grounds. Through tactful suggestions she will aid the women in their planning to make their individual homes more beautiful and more desirable.

11. The county farm demonstrator meets with the principal and members of the Farm Life Club two or three times each month, takes an active part in their class room discussions, in their experiments and gives them the advantage of his practical skill and knowledge in their actual work upon their school farm. In a word, he is an effective assistant to the principal and the Farm Life Club, studies, and school farm work.

12. If the principal does not own his home in the community, and is absent during the summer months, then the members of the Farm Life Club elect the county farm demonstrator to become their leader during the summer, and he calls them to meet once or twice each week to study the needs of their crop and to do the cultivation necessary. This county farm demonstrator bears the same relation to the girls in the Home-Making Club, in the growing of tomatoes on their school farm that he bears to the boys in their school farm work.

13. The Tomato Club worker is to be the first assistant and be to the members of the girls' club what the county farm demonstrator is to the principal and to the Boys' Farm Life Club. She will be present at the weekly meetings of the girls' club two or three times each month and take an active interest in their discussions in growing tomatoes. In a word, in this work she is a valuable assistant to the first assistant in the school.

14. The auditorium is the common meeting place for the people of the entire community. In this auditorium are held neighborhood spelling matches, declamations, and debates. Here are given musical entertainments, illustrated lectures, addresses on topics of most vital interest to the community. Here the mothers of this larger community plan improvements in the school building and school grounds, plan improvements in the beauty and efficiency of their individual homes, and here the members of the farmers' union meet to discuss better farming, better business, and better living upon the farm.

RURAL SCHOOL SUPERVISORS.

HOW A COUNTY RURAL SCHOOL SUPERVISOR CAN HELP

Two tasks to which the Department of Education of the State is devoting itself are (1) the provision of more adequate rural school supervision and (2) the development of a more efficient type of rural elementary school. The accomplishment of these two tasks has been attempted through the employment of expert women as rural school supervisors, six of whom were employed in six counties last year. The following extracts taken from Mr. L. C. Brogden's report indicate the character of the work.

No supervisor is given the direction of more than ten rural schools annually. These are selected in representative parts of the county and become demonstration schools in showing what a really efficient elementary school can do in meeting the needs and demands of the country child.

METHODS OF THE SUPERVISOR'S WORK.

1. Having but ten schools to supervise it is practicable for the supervisor to visit each school often enough and to remain long enough on each visitation to become well acquainted with the teacher's needs whether in better organization and management of the school, or in the actual teaching of the subjects in the course of study.

2. Re-organizing and re-directing the work of the school to meet the practical needs of the country child through practical and systematic training in agriculture, cooking, sewing, home sanitation, and through the organization of music clubs for the boys and girls in the school.

3. Organizing the women of the community into Betterment Associations and directing their work in making the school grounds more attractive and sanitary, in making the school building more comfortable and attractive, and in providing for it more adequate equipment.

4. It is also practicable for this supervisor to visit each of her "Special Communities" and remain long enough to become well acquainted and identified with the people. In promoting the voting of local tax, and in the consolidation of weak schools with larger and stronger schools, these supervisors have already been able to render an appreciable service.

5. In selecting these ten schools, we have endeavored to select them with reference to their possibilities of becoming larger and more efficient schools. For example, a one-teacher school may be so situated that it is possible for it to become an absorption center, extend its boundary lines, increase the size of its taxable unit, and develop into a two-, three-, or four-teacher school. In communities where the possibilities seem to justify it we are holding up the three-teacher type of rural elementary school as the minimum type for vital efficiency.

RURAL SCHOOL TEACHERS.

TRY A COUNTY HONOR ROLL FOR TEACHERS

Mr. C. C. Wright, superintendent of public instruction in Wilkes, has adopted a county honor roll for the stimulation of the teachers in his county. He finds as a result it has caused some teachers to organize Boys' Corn Clubs and Girls' Domestic Science Clubs, to prepare exhibits for the next county fair, to observe special days in the school, to join the Teachers' Reading Circle, to subscribe to educational journals, to secure funds for supplementary libraries, to improve the school houses and grounds, to visit the patrons of the school, and to do many other things which have promoted the social and educational development of the county.

Suppose you have your county superintendent adopt it for the coming year. Let him place on it the names of those teachers who answer 70 per cent of the following questions affirmatively:

1. Are you a member of the Teachers' Association?
2. Are you a member of the Teachers' Reading Circle?
3. Did you attend the Township Teachers' Meeting for the current year?
4. Did you attend the last Teachers' Institute held in your county?
5. Do you own desk copies of the text books which you are required by law to teach in the public schools of the State?
6. Do you read any educational journal? If so, what?
7. Have you raised any funds this year for any purpose? If so, state what and the amount raised.
8. Have you improved the house and grounds in any way? If so, state in what way and to what extent.
9. Have you visited the patrons of your school this term?
10. Have you held any Parents' Meetings, Debates, Spelling Matches, or Entertainments this year?
11. Have you enrolled any Corn Club Boys, or Tomato Girls this year?
12. Will your school have an exhibit at the next County Fair?
13. Have you observed Good Roads Day, State History Day, or Washington's Birthday in your school this term?

RURAL WOMAN'S CLUB.

DEVELOPING A MODEL RURAL COMMUNITY

The housekeepers of Salemburg, Sampson County, are organized into a strong Matron's Club, which is doing very significant work in the way of promoting home industries, household management, and general uplift work. The entire membership is divided into several working committees, each of which is visiting every home in its section of the community for the purpose of soliciting the coöperation of every family in the health campaign, and these committees are systematically caring for the sick and suffering in their respective territories. Very recently the Woman's Club has organized the young ladies of Salemburg into a branch club, the prime purpose of which is to promote the cultural side of life, and to coöperate with the older Woman's Club in its efforts to establish a community library. It is expected that the young ladies will in turn lend their influence and aid to the young girls, who have a very interesting industrial club. The women have caught the vision and have gone about their part of the work in a way that must give back results.

The young men have built a tennis court, organized a baseball team and also a local band, which will soon be in shape to furnish creditable music for the public gatherings in the community. The social life of Salemburg has been greatly stimulated by the general quickening of community life and the young people are constantly making opportunities to enjoy life through wholesome and innocent means.—*N. C. Education.*

SCHOOL FARMS.

CULTIVATING SCHOOL FARMS IN WAKE COUNTY

One of the most interesting developments in North Carolina school work has been that of the school farm idea as worked out by Superintendent Z. V. Judd, of Wake. The story of that development has been made the subject of a Bulletin of the United States Bureau of Education, a copy of which should be in the hands of every county superintendent in the State. It can be secured free by writing to the Commissioner of Education, Washington, D. C.

The school farm is at or near the schoolhouse. It is from two to ten acres in size and is worked by a community organization under the direction of a farm superintendent. The proceeds go to the school. Such crops are planted as are adaptable to the climate and soil and can easily be cultivated by women and children as well as men. In Wake cotton has been planted more than all other crops.

The purpose of the school farm is its most significant feature. It is three-fold:

First, to give the school a new meaning as a factor in the socialization of rural life; second, to vitalize school life by the introduction of new practical subjects, or by improving the method of teaching old subjects, or by both; third, to supplement the school fund.

The results in Wake have been striking. In seven years the school farms have grown in number from one to twenty-four; in number of persons work-

ing in one year, from a handful at Holly Springs to 2,136; in money returns, from \$118.28 to \$1,550.20. The total clear financial returns from these farms during the seven years amounts to more than seven thousand (\$7,000.00) dollars. The improvement of social conditions in the school farm communities has been marked.

Closely allied with the school farm movement in Wake county is the Betterment Work. The Betterment Association has a membership of over eight hundred. Last year the contributions of this Association to the public schools amounted to only a little less than ten thousand (\$10,000.00) dollars.

SCHOOL LIBRARIES.

HOW ONE RURAL SCHOOL LIBRARY HELPED THE NEIGHBORHOOD

The library of Bunn High School during the session of 1910-11 added nearly a hundred books to an already well-stocked case, and, what is more important, more than tripled the circulation as compared with previous years.

At the previous commencement some funds had been raised by giving a play, and this sum had been wisely reserved for library purposes. So we at once ordered a large bookcase of our own design, costing fifteen dollars. It had shelf capacity for more than twice the number of books on hand (about 200). In placing the books in the new case we catalogued them, using a very simple card system by which we were enabled to tell at a glance what books were in the library, the name of the author, and the title. We also arranged another card system for circulation purposes. Every child in the school was given a card, which was kept for him in the case, and each one was then made to feel that the card gave him a special right to get a book just when he wanted it. The demand picked up at once. Needless to say, the requests for books were always promptly attended to by the person in charge—and that person was always to be found, too.

Like most rural libraries ours was woefully wanting in books that appeal to children. "The Decline and Fall of the Roman Empire" was in its proper place, but we needed Mother Goose, fairy tales, animal stories, etc. We ordered these, we already had Uncle Remus, and besides we ordered fifty copies of five-cent classics, published by the Owen Publishing Company of Dansville, N. Y. The arrival of these little books was joyfully greeted by the children and there was hardly a pupil in school who did not read as many as six of them.

Money for buying new books was raised in many ways. The commencement play has already been mentioned, and there were contributions from individuals both of money and of books. Then, too, advantage was taken of the funds provided by state and county for supplementary libraries. The arrival of any new books was always announced publicly, usually at the Sunday school service. The Sunday school meets in the schoolhouse and affords an excellent opportunity for distribution of books.

READING ROOM FOR YOUNG MEN.

We now had a circulating library but the interest was confined chiefly to the pupils. And a rural library to be a success must extend its usefulness to every individual in the community. The problem of interesting young men not in school is always a most difficult one, and that which we think ought to

attract often drives away. With this problem in mind we determined to supplement the library in a way that would interest the young men. A reading room naturally suggested itself and we at once put in an order to the amount of about \$14 for a number of standard weekly and monthly magazines, such as the *Outlook*, *World's Work*, *Everybody's Magazine*, *Success*, *American Boy*, *Youth's Companion*, *Progressive Farmer*, and others of like class. There were also included all of the free bulletins of the state and national departments covering the subjects of agriculture, home economics, and health. It was decided to have the reading room open at night, as young men in the country work from "sun to sun." So announcements were made in the Sunday school—to which everybody goes—that a reading room for the benefit of all the young men of Bunn community and surrounding country would be open every Tuesday and Friday nights. All were invited to come, and *in their working clothes, too*. This plan has worked well.

All the magazines and papers are filed in the bookcase, and, for the benefit of the women and stay-at-homes, the children are allowed to take any of them home, except the current numbers, and to keep them for a few days. Thus the reading matter circulates and the usefulness of the library is felt and appreciated throughout the community.—*J. M. Broughton, Jr.*

SOCIAL CENTERS.

A SOCIAL CENTER FOR ROWAN

Rowan took a forward step Saturday, July, 7, when the county commissioners decided to make a "social center" out of the old courthouse building. This disposition of the building had been urged by a number of citizens since the building of the new courthouse and the commissioners decided that a social center it should be. A committee consisting of Chairman Trott and Messrs. Bailey and Peeler was named to take the matter in hand, look after plans and get the work under way. In this building will be a public county library, rooms for the farm demonstration work, rest rooms, toilet rooms, rooms for other general use of the people of the whole county and an auditorium. This will be the only place of the kind in the State and one of the very few in the south.

TAXATION.

TAXATION

Whether the proposed amendment to the State Constitution on taxation is passed or not at the November election, taxation will remain for some time the supreme question in North Carolina. It is a fundamental question, lying at the very foundation of our life.

If you are working for a longer term for your schools, for the employment of a whole-time health officer, for a tax supported public library, for a playground for the children, for a system of roads that will tie farm and school and church and town together, you will find that the fundamental proposition upon which these matters will finally stand or fall will be taxation. They require money, and taxes supply it.

Your town, your county, your State, rich in opportunities to go forward, are tugging at their cords to break away into a larger usefulness. At present

they cannot break away because the machinery for supplying the taxes is totally inadequate.

Discuss these three questions:

1. Is all the property in your county which is subject to taxation listed on the tax books?
 2. Is it assessed at a price which is just to the individual listing it, to the members of his community, to the citizens of the entire county?
 3. Should there be some effective method by which assessments within the county and among the 100 counties of the State should be standardized or equalized?
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TRAVELING LIBRARIES.

TRAVELING LIBRARIES—HOW TO GET ONE FOR YOUR COMMUNITY

North Carolina maintains through its Library Commission at Raleigh, a system of free traveling libraries. General traveling libraries furnish people living on farms and in remote communities good books for general reading; package libraries provide students and club workers with material for debate and club papers; and the reference department of the traveling library system supplies reference libraries on special subjects for study clubs. The books are free to all and any community may share the advantages of the traveling library system by complying with the few regulations necessary to its efficient management.

GENERAL TRAVELING LIBRARIES.

These libraries of thirty-five or forty volumes are made up of novels and stories and of the best and most readable books on various subjects for adults and children. They are shipped by freight in a box fitted with shelves so that it can be used as a bookcase. A library may be kept for three months and, if desired, renewed for one month longer. As soon as one library is returned another containing a different collection of books is sent to take its place.

HOW OBTAINED.

Any community may obtain a traveling library by securing the signatures of at least ten residents who thus form a library association. The association elects a president, a secretary and librarian, and decides where the books shall be kept. Ordinarily the post office is the best place as everyone goes there, but if this is not feasible the most desirable places are general stores, schools and lastly, private homes.

The application for a traveling library must be made on the cards furnished by the Library Commission. If it does not seem desirable to form a library association the application may be signed by five tax-payers or by the officers of a Farmers' Union Local.

The rules governing the loan of libraries are few and simple. Borrowers agree to take good care of the books and that they shall be loaned without charge to all responsible persons in the community; to return the library promptly; and to pay the freight both from and to Raleigh.

AGRICULTURE AND COUNTRY LIFE.

The reference department of the traveling library system contains a very full and good collection of books on Agriculture and Country Life. Single volumes are loaned to individuals; upon request a group of six is included in a general traveling library; or ten books are loaned to a Farmers' Union Local.

A special collection, called the Farmer's Library, contains twelve volumes of the best and most readable books on Agriculture for North Carolina farmers. This Farmer's Library is loaned to five taxpayers or to a Farmers' Union Local.

DEBATE LIBRARIES.

A debate library contains pamphlets, government and State documents, magazine articles and several books on a given question. Literature dealing with both the affirmative and negative sides of a question is always included in every library. These libraries are not loaned to individuals but to debating societies and to rural schools, and the application must be signed by the principal of a rural school or by the president and secretary of a debating society.

TREE PLANTING.

WHAT AND WHERE TO PLANT AROUND NORTH CAROLINA
SCHOOLHOUSES

Native trees should usually be selected for planting on school grounds and along the country roads. They are procured more easily, grow more readily and live longer. Most of our oaks make very handsome shade trees and some of them, such as the water oak, shingle oak, and willow oak, grow quite rapidly and soon make beautiful trees. Sycamore, sugar maple, beech and sweet gum will grow well nearly all over the State, while linn, winged elm, and pecan flourish in most localities.

Evergreen trees have a restricted value for planting on school grounds and should be used chiefly either for windbreaks on the north side of buildings, as screens for unsightly objects, or along boundary fences away from the road. White pine and hemlock are the conifers best suited to the mountains, short-leaf pine to the Piedmont, and loblolly pine to eastern North Carolina. Evergreens should not be planted too near the schoolhouse—the winter sunshine is needed around the house to prevent dampness. Deciduous trees are best for general planting, and even they should not be placed too near the school building.

The best shrubs for planting are those which can be secured from the old yards and gardens of the neighborhood, or else from a reputable nursery. For a screen or hedge, perhaps evergreen privets are most satisfactory. For ornamental planting, especially around the schoolhouse, the spiræas are excellent, while deutzia, weigelia, forsythia (golden bell), pyrus japonica (burning bush), and althæa (rose of Sharon) are well known and appreciated hardy shrubs, and will well repay the trouble of planting. The most satisfactory vine for covering a trellis throughout the winter is the common and often despised Japanese honeysuckle. For a brick or stone wall probably the Boston ivy and the English ivy are the best for most situations, while for a piazza, wistaria and the Japanese clematis are unsurpassed.

Shrubs and vines as well as trees will be more likely to do well if a good coat of stable manure is spread around them after planting. This not only furnishes plant food but keeps the moisture in the soil.

A carefully considered plan of planting should be adopted. The upper class children might be allowed to make suggestions. The school grounds should furnish playgrounds first of all, so beautifying must not be allowed to interfere with the children's legitimate amusements. There can generally be found room for trees and shrubs as well as for the tennis, basket-ball and baseball grounds.

Full instructions for planting shade trees, etc., are given in Bulletin 16, "Shade Trees for North Carolina," which will be sent free of charge by applying to the State Geologist, Chapel Hill, N. C.

WHOLE-TIME HEALTH OFFICER.

A WHOLE-TIME HEALTH OFFICER

Here is what Dr. B. E. Washburn, whole-time health officer for Nash County, is doing according to a report submitted to the State Board of Health recently:

There have been 3,458 inoculations of anti-typhoid vaccine during the month. Up to date there have been 8,098 people treated with the vaccine. Last week he broke the record for one day with 388 inoculations. The record for the week was 989.

The good of all this activity is shown in the fact that in Nash County sixteen cases of typhoid have been reported this summer out of a total population of 35,000.

Along with all this goes the community health work. One community has been in operation under the Rockefeller Foundation for several weeks. This has been located around Red Oak. Another will be established in the near future at Mount Pleasant.

